

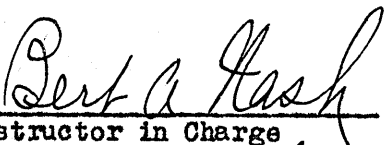
A COMPARISON OF THE TRADITIONAL CLASS RECITATION METHOD AND THE
UNIT METHOD IN TEACHING AMERICAN HISTORY

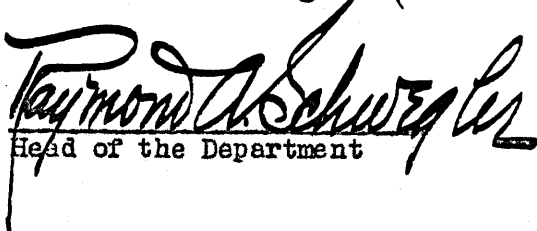
by

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B. S. in Education
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Submitted to the Department of
Education and the Faculty of the
Graduate School of the University
of Kansas in partial fulfillment
of the requirements for the degree
of Master of Science in Education.

Approved by:


Instructor in Charge


Head of the Department

May, 1931.

To the Memory of My Parents Whose
High Ideals and Untiring Devotion Have Always
Been a Source of Inspiration to Me This Work
is Affectionately Dedicated.

ACKNOWLEDGEMENTS

The author desires to express his appreciation of the valuable help he received from Dr. B.A. Nash, whose friendly advice and constructive criticism were of great benefit in the preparation of this thesis.

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Finally, he wishes to express with gratitude the debt he owes to his wife, Mrs. Kathleen Patterson Buster, whose inspiration, encouragement, and assistance in assembling the material were of great value.

G.B.B.

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CHAPTER I

INTRODUCTION

BACKGROUND OF THE STUDY

In no other sphere of endeavor has there been so widespread a searching for efficiency in recent years, as in the field of education. The search-light of inquiry is being turned upon every phase of education; elaborate experiments are being made, new theories tested, and in many cases, extravagant claims set forth. This critical attitude toward things as they are in education is so pronounced among educational leaders as to leave the honest seeker after truth somewhat bewildered. When the humble teacher in the class room, meeting daily face to face the complex problems of education, studies the claims of the many, and sometimes conflicting theories to be found in the educational literature of today, he is led to say with jesting Pilate: "What is Truth"?

In the whole field of education, there has been no phase in recent years more thoroughly studied, criticised and evaluated than classroom method. The traditional class recitation has been haled forth, "unholy" hands have been laid upon it, and leaders of various types have demanded either that it prove its validity, that it justify its existence, or that it be forced to go the way of other antique things that have outlived their usefulness. Such educators would say with King Arthur:

"The old order changeth, yielding place to new,

And God fulfils himself in many ways,

Least one good custom should corrupt the world."

One of the most stimulating works on the newer type of class room procedure that the author has examined is the "Passing of the Recitation" by Dr. V.T. Thayer of Ohio State University.¹ Dr. Thayer points out that the class recitation, when it originated a century ago, was based upon these three principles of educational procedure, which were commonly accepted at that time: First, "the identification of schooling with text book learning"; second, the assumption that "the mind is a wax tablet" which passively receives all its impressions from an external world; third, that "education is an individualistic and selective process which operates primarily by elimination". Dr. Thayer goes on to point out that if our educational philosophy has undergone no important change in the past century, it is reasonable to assume that the traditional class recitation "still meets our needs". "On the other hand, if our educational aims and ideals as well as our theory of the learning process are fundamentally different, we should seek for a teaching method consistent with this new point of view."

Dr. H.C. Morrison of Chicago University, in discussing "The Unit in History"², says that "conception of teaching history should not be what is found in nearly all class room subjects, namely, a ground-to-be-covered and lessons-to-be-learned process". He further says that the Unit Plan creates a liking for history, and that it

-
1. "The Passing of the Recitation" by Dr. V.T. Thayer, D.C. Heath and Co. (1928).
 2. "Practice of Teaching in the Secondary School", Dr. H.C. Morrison, University of Chicago Press (1926).

makes of history "an evolutionary science, the study of which in the school is to proceed by a technique not unlike that which is applied to biology".

W.A. Stigler, Assistant-Superintendent of schools, El Paso, Texas, in writing of the Unit Plan³ says: "All teaching of history which makes any lasting impression upon the mind of the student involves the tracing of significant movements extending over periods of many years or centuries. Isolated, unrelated facts are forgotten almost as soon as they are passed over, and if remembered are frequently out of their proper setting." He further states that an experiment revealed the fact that the Unit Plan developed greater interest and brought about better assimilation of material than the old recitation plan.

B.W. Phillips, University of Wisconsin, in discussing the Unit Plan⁴, says: "It is coming to be widely recognized that the assignment and subsequent recitation of daily lessons as units of instruction does not produce results in harmony with present-day aims of education. This would seem to be especially true in the teaching of history. Under the daily lesson and recitation system, the pupil too often learns lessons rather than history". In speaking of results, he says: "Directed study, socialized procedure, cultivation of the historical attitude, creative thinking in the best sense, motivation, the challenge -

3. "Unit Plan of Teaching History" by W.A. Stigler, Junior-Senior High School Clearing House, June, 1930.

4. "Assignment of a Large Unit of Work", by B.W. Phillips. Historical Outlook, May, 1928.

all are to be found in such a procedure."

J.W. Baldwin, in discussing "The Social Studies Laboratory"⁵ says: "With this increased emphasis upon the social studies, has come in the past few years a reorganization of content and method which has transformed them from more or less abstract, theoretical, textbook subjects into courses characterized by a maximum of pupil-activity, demanding a considerable amount of concrete, problem-solving or laboratory equipment to make their presentation effective and appealing and to increase the probability that information, habits and attitudes acquired will function properly in school and in later life."

Experimental and Statistical Studies Concerning Methods of Instruction

Velda C. Barnsberger⁶, as a result of a comparative study of the Unit Plan and the more formal textbook plan, draws the following conclusions:

- (1) That pupils taught by an activity type of course did as well or slightly better on achievement tests than pupils taught by a more formal textbook method of instruction.
- (2) That the activity type of course encouraged more desirable leisure reading habits on the part of pupils.
- (3) That pupils taught by the Unit type of course indicated more outside interests connected with the subject matter of the social studies than the control group.

5. Columbia University Contributions to Education. "The Social Studies Laboratory", by J.W. Baldwin, (1929).

6. Columbia University Contributions to Education. "An Appraisal of a Social Studies Course", by Velda C. Barnsberger.

Mr. O.O. Smith in 1927 made a somewhat similar study in American History and Algebra, in Chapman, Kansas. He used forty-six pupils---twenty-three in the Control Group and twenty-three in the Experiment Group. His specific object was to determine the relative efficiency of individual and class instruction in the teaching of these subjects. He found that the Control Group, the group taught by the traditional class recitation method, slightly excelled the Experimental Group in both subjects. In American History, the Control Group excelled by 2 points (equivalent to 2%) and in Algebra, by 5.1 points⁷ (equivalent to 6.4%).

Mr. Thomas M. Deam, of the Joliet (Ill.) Township High School and Junior College, reports a study similar to this one. Sixty-six pupils---thirty-three in each group---were used in the experiment. The results of Mr. Deam's study were indecisive. He found that in the Columbia Research Bureau American History Test the pupils under the Unit Plan showed a slightly greater gain than the other group; while in the Joliet American History Test, the other group showed a slightly greater gain. Mr. Deam concluded, however, that the odds were somewhat in favor of the Unit Plan.⁸

We can see from the studies cited above that educational leaders in every sphere of endeavor - college professors, administrators,

7. "The Relative Efficiency of Two Methods of Instruction in American History and Algebra." Master's Thesis by Otto O. Smith (1927); University of Kansas.

8. "Unit Organization Versus Chronological Organization in Teaching American History." Thomas M. Deam; The School Review, December, 1930, pages 782-786.

supervisors, and classroom teachers alike - are knocking at the citadel of the old-time recitation, and demanding that it be reevaluated and possibly replaced by other methods of procedure more in keeping with modern educational principles.

CHAPTER II

STATEMENT OF THE PROBLEM

The title of the problem which the author of this thesis chose to investigate is stated as follows:

Which is the more efficient method of teaching American history in a senior high school, the traditional class recitation or a form of the unit method of procedure?

The traditional class recitation really needs no explanation; but in order to make his meaning absolutely clear, the author ventures this brief explanation. It is the type of procedure in classroom work found in most schools, and consists in the main of "hearing" a lesson which was assigned the day before. It had its origin early in the eighteenth century, and gradually supplanted the method of individual instruction, because the new interest in popular education made classes so large as to render the latter method impractical.

For almost a century the stereotyped hearing of lessons as a class procedure was unquestioned, because the main objective of education was to store the mind with facts to be used in some unknown future. In recent years, however, the main purpose of education has shifted from one of storing the mind with doubtful information to one of mental growth on the part of the pupil. This re-defining of objectives in education has caused much discussion and criticism of the traditional class recitation. Many substitutes for this type of

recitation have been tried and have received loud acclaim from their devotees. Chief among these substitutes are the Dalton Plan, the Winnetka Plan, the Laboratory Plan, the Batavia Plan, the Decroly Method, the Scarsdale Plan, and the Unit Plan.

It was with a view to inquiring into the validity of some of these claims that the author of this thesis made this study. He began to ask himself this question: "Should the formal recitation be banished for one of these newer forms of procedure?" "Should a method that has served humanity more than a century be abandoned on the theory that another proposed method is better?" A determining of the comparative efficiency of the formal plan of recitation and the Unit Plan is therefore the problem with which this investigation is concerned.

The Unit Plan, or Unit Method, as carried on in this experiment, consists in the following classroom procedure: (1) the planning and assigning of a Unit of work; (2) the working period; and (3) the testing period, or the period for measuring results. Under this plan, the daily recitation, as such, is not held; but each day there is work of some kind under the supervision of the teacher. Instead of the main purpose of historical study being to memorize facts and then to reproduce them in a re-citation, chief emphasis is placed on the best methods of gathering, organizing, and appropriating historical information.

In working out this experiment, the author attempted to be absolutely unbiased, and he believes he succeeded in the attempt. He did not try to prove anything. The main purpose was to try to discover which was the better method to use in teaching American History in a senior high school.

CHAPTER III

PROCEDURE

The author had four classes in American History in Sumner High School, Kansas City, Kansas, during the school year of 1929-1930 which he used as the basis of this study. Two classes were used as the Control Group and two as the Experimental Group. There were one hundred and twenty-six pupils in the four classes. Ninety of these--- forty-five in each group---were used in determining the results in this experiment. These forty-five pupils in each group were selected with one aim in view---the making of the two groups comparable in mental ability. The groups were equated along the following lines: (1) Intelligence Quotient; (2) Mental Age; (3) Chronological Age; and (4) Ability to read and interpret historical material.

To determine the Intelligence Quotients and Mental Ages of the pupils, Terman's Group Test of Mental Ability, Form A, was used. To determine the ability of the pupils to read and comprehend historical material, Whipple's High School and College Reading Test Form A was used. Copies of these tests are found in the Appendix.

In order to use the Unit Method successfully, one must have an improved technique for the assignment of work to be accomplished. The old daily assignment which is satisfactory in the traditional class recitation will not suffice here. The pupils must have definite assignments covering many days' work in advance, in the form of work

sheets, directive study sheets, or better yet a manual or syllabus.

In 1928-1929, the author prepared a syllabus to be used in this experiment. (Appendix A). This syllabus contains in definite form the work to be accomplished by the pupils in American History. In it the year's work is grouped around eight central ideas, or Units, as follows:

- UNIT I. How The New World Was Discovered and Explored
by the Old. (1450-1607).
- UNIT II. How the New World Was Peopled by the Old.
(1607-1763).
- UNIT III. How the New World Broke Away From the Old.
(1760-1823).
- UNIT IV. How Our Nation Was Established. (1781-1801).
- UNIT V. How Our Nation Conquered the Wilderness.
(1801-1861)
- UNIT VI. How Our Nation Became Divided and was Re-United.
(1787-1877).
- UNIT VII. American Life Becomes Industrialized.
(1877-1898).
- UNIT VIII. American Becomes a World Power. (1898-1930).

Each unit consists of the following seven parts:

1. The Pre-View: an introductory survey of the Unit as a whole;
2. Problems and Projects: a series of definite problems and projects to be worked out;
3. Men for the Biographical Table: a list of important historical characters, whose contributions to America are to be worked out and learned;

4. Dates for the Chronological Table: a list of important dates, the events and significance of which are to be learned;
5. Illustrative Materials, Maps, Charts, etc., to be made;
6. List of Reference Readings;
7. List of Historical Fiction.

By means of this syllabus, each pupil had definite and clear knowledge of what was expected of him every step of the way through the course. Both the Control Group and the Experimental Group used the syllabus, each pupil having one.

CLASSROOM PROCEDURE

The author of this thesis attempted to have all the factors which might affect the achievement of the pupils as nearly identical as possible for both groups, except the factor of method of teaching. He equated the two groups on the basis of Intelligence Quotient, Mental Age, Chronological Age, and reading ability;¹ and both groups used the same syllabus, or lesson plans, day by day. The only difference was in the manner in which the syllabus was used - the method of teaching, or classroom procedure.

The Control Group was taught according to the traditional class recitation. About thirty minutes of each class period were used in reciting on the lesson assigned for the day, and about twenty minutes

1. See Tables I and II, pages 20-21, Figures 1, 2, 3, 4, pages 22-23 and Mean Ability Table I, page 18.

of the period were used in studying and reading for the next day's assignment. The Experimental Group was taught according to the Unit Plan of procedure. The regular class organization was maintained, but the formal recitation as a daily exercise was abolished; instead, the pupils spent the class period in working on some phase of the Unit under consideration, in reference reading, or in conferences with the teacher. Often there were group discussions, floor-talks and the like. Frequently a part of the class period would be used in discussing and explaining parts of the work with which most of the pupils had difficulty. Reviews were usually conducted as a class exercise. The gathering, assimilating, organizing, and appropriating of the material for a Unit usually consumed about four weeks; the reviewing and testing work usually required about one week more.

TESTING PROCEDURE

With the Control Group, the following testing procedure was carried out. After a review of the Unit as a whole, two tests were given as follows: the first was an objective test to determine what specific information each pupil possessed, and consisted of true-false statements, completion, matching, and discussion questions. This test was followed on another day by a written exercise to test their ability to organize their facts, and consisted of a complete summary or story of the Unit as a whole.

With the Experimental Group, the testing procedure was slightly different. During the working and socialized periods of

each Unit, two practice tests were given. If any pupil's grade fell below a certain score, he was required to make further preparation and take the test again. At the conclusion of these periods, a final test was given. Following this, a written summary of the Unit as a whole was required to test the pupils' ability to organize their facts and to see the Unit as a whole. (See Appendix B).

MEASURING RESULTS

A careful check-up of the achievements of each pupil in each group during the year was made by four different methods. These methods with their explanations follow:

(A) The Check-Up, Unit By Unit.

The point system was used, the pupil being given a certain number of points for certain work done. Both quality and quantity were considered and measured. It was possible for a pupil to earn five hundred points on a Unit, distributed as follows:

- (1) Specific information about historical material covered by the Unit, as shown by tests- - - - - up to 100 points.
- (2) A general knowledge of the Unit as a whole, as shown by a written summary - - - - - up to 100 points.
- (3) Projects worked out and reported on - 5 points each.
- (4) Maps drawn - - - - - 5 points each.
- (5) Cartoons and other illustrative material - - 5 points each.
- (6) Important historical characters - - - - $\frac{1}{2}$ point each.
- (7) Pivotal dates learned - - - - - $\frac{1}{2}$ point each.
- (8) Reference Reading - - - - - 1 point for 5 pages.
- (9) Historical Fiction - - - - - 1 point for 25 pages.

Before credit was given for work done, a satisfactory test was required in each of the above items except numbers (4) and (5). (See Appendix B). Results of each pupil's achievement, Unit by Unit, is shown in Tables III and IV, pages 29-30 and in Figures 5, 6, 7, 8, 9, 10, 11 and 12, pages 31-35.

(B) The Efficiency Quotient.

The Efficiency Quotient is a measure of what the pupil does in relation to what he should be expected to do as indicated by his Intelligence Quotient. The Efficiency Quotient is valuable as a measure because it indicates the degree of interest and effort which a certain method of procedure inspires. An Efficiency Quotient of 100 indicates that the pupil's work is normal; that his achievement over a certain period is what the teacher has a reasonable right to expect it should be. If it be above 100, the indication is that the pupil's interest, effort, and efficiency are above normal. If it be below 100, the indication is that these important factors in education are below normal in his case.

The Efficiency Quotient was found in the following manner:

The number of points earned on a given Unit by a pupil was used as the basis in computing that pupil's Efficiency Quotient on that Unit.

First, the Achievement Quotient was calculated by dividing the pupil's score by the mean score of both groups expressed thus:

$$\frac{\text{Pupil's Score} \times 100}{\text{Mean Score}} = \text{Achievement Quotient}$$

Second, the Efficiency Quotient was computed by dividing the Achievement Quotient by the Intelligence Quotient; expressed thus:

$$\frac{\text{Achievement Quotient} \times 100}{\text{Intelligence Quotient}} = \text{Efficiency Quotient}$$

The results of the measurement of each pupil's Efficiency Quotient, Unit by Unit, are to be found in Tables V and VI, pages 39-40 and in Figures 13, 14, 15, 16, 17, 18, 19, and 20, pages 41-45.

(C) Superintendent Pearson's Test.

This test was given by Mr. M.E. Pearson, Superintendent of Schools, Kansas City, Kansas, May 7, 1930, and consisted of a set of questions prepared under his supervision, and sent out from his office. The results of this test are to be found in Tables VII and VIII, pages 49-50 and in Figure 25, page 53.

(D) Use of Standard Tests.

Standard tests were used to measure the amount of progress made by each student during the period covered by the experiment. For this purpose, Gregory's Tests in American History; Test III, Form A and Form B were used. Form A was given October 19, 1929, to determine the amount of historical knowledge the pupils possessed at that time. Form B was given May 19, 1930, to determine their standing at that time. The results of these tests are to be found in Tables VII and VIII, and in Figures 21, 22, 23, and 24, pages 51-52.

CHAPTER IV

PRESENTATION AND INTERPRETATION OF DATA

In the following Tables I to VIII are presented the data that are connected with this study. In these tables numbers are substituted for the pupils' names, a specific number indicating a certain pupil throughout the eight tables. The illustrations, Figures 1 to 25, show in a graphic way the data presented in these tables.

GENERAL DIAGNOSIS

Table I and Table II, pages 20 and 21, show how the pupils in the two groups compare in Intelligence Quotient, Mental Age, Chronological Age, and ability to read and comprehend historical material.

In Intelligence Quotient, the Control Group has an average of 89.02, with a range of 69 to 100; the Experimental Group has an average of 89.04, with a range of 67 to 113. In Mental Age, the Control Group has an average of 171.1 months, with a range of 190 months to 240; the Experimental Group has an average of 212.9 months, with a range of 186 months to 252 months. In the test to determine the ability to read and comprehend historical material, the Control Group has an average of 34.7, with a range of 5 to 65; the Experimental Group has an average of 34.7, with a range of 5 to 60.

The Mean Ability Table I on the following page gives a summarized comparison of the two groups in General Diagnosis. "A" indicates Control Group; "B" indicates Experimental Group.

This would indicate that the Control Group presents a more normal situation than the Experimental Group in regard to mental ability and the ability to read and comprehend historical material.

TABLE I

REPORT OF A GENERAL DIAGNOSIS OF THE CONTROL GROUP

<u>Name</u>	<u>I. Q.</u>	<u>M. A.</u> <u>(months)</u>	<u>C.A.</u> <u>(months)</u>	<u>Reading Score</u> <u>(Whipple's Test)</u>
1.	110	209	190	45
2.	108	209	218	50
3.	106	204	211	55
4.	105	203	210	65
5.	103	197	204	60
6.	100	192	203	40
7.	100	192	218	35
8.	98	189	202	35
9.	98	189	220	45
10.	98	189	240	35
11.	97	186	243	40
12.	97	186	203	40
13.	97	189	196	55
14.	97	186	213	40
15.	96	178	190	50
16.	95	183	200	35
17.	95	183	205	50
18.	95	183	202	40
19.	95	183	206	35
20.	93	179	205	50
21.	93	178	208	30
22.	92	172	192	35
23.	91	175	224	35
24.	91	172	195	35
25.	90	172	212	50
26.	88	169	219	45
27.	83	161	206	25
28.	83	158	192	30
29.	82	158	216	40
30.	81	156	221	40
31.	80	163	205	25
32.	80	153	210	25
33.	80	153	229	20
34.	80	153	222	25
35.	79	153	225	35
36.	78	150	224	20
37.	78	150	213	25
38.	78	150	235	15
39.	78	150	223	10
40.	75	144	216	20
41.	74	143	209	25
42.	74	141	231	25
43.	73	141	228	5
44.	73	141	212	15
45.	69	141	237	10
Mean	89.02	171.1	213.1	34.7
S.D.	11.09	19.6	13.2	14.0
Std. Er.	1.17	2.06	1.4	1.47

TABLE II

REPORT OF A GENERAL DIAGNOSIS OF THE EXPERIMENTAL GROUP

<u>Name</u>	<u>I. Q.</u>	<u>M. A.</u> <u>(months)</u>	<u>C. A.</u> <u>(months)</u>	<u>Reading Score</u> <u>(Whipple's Test)</u>
1.	113	217	205	60
2.	112	217	190	55
3.	103	197	216	55
4.	100	192	230	55
5.	100	192	220	40
6.	97	186	224	40
7.	97	186	219	35
8.	95	183	209	35
9.	95	183	231	50
10.	95	172	186	30
11.	95	183	208	45
12.	95	182	215	40
13.	94	181	220	45
14.	94	181	218	60
15.	94	181	208	50
16.	94	181	209	40
17.	94	181	212	35
18.	94	181	203	30
19.	94	178	208	35
20.	93	178	213	25
21.	93	178	206	30
22.	91	175	200	55
23.	89	172	194	40
24.	89	170	211	40
25.	88	167	193	30
26.	88	167	195	35
27.	87	184	211	20
28.	87	167	214	40
29.	87	167	216	35
30.	85	161	194	30
31.	84	161	228	25
32.	82	158	204	25
33.	82	158	235	15
34.	82	159	216	40
35.	80	154	227	40
36.	80	154	217	10
37.	80	153	252	5
38.	79	153	214	10
39.	78	152	212	45
40.	78	150	229	20
41.	78	150	226	35
42.	75	144	214	25
43.	75	144	227	20
44.	75	144	208	5
45.	67	138	203	25
Mean	89.04	172.07	212.9	34.7
S.D.	10.62	18.4	13.2	14.1
Std. Er.	1.12	1.94	1.4	1.48

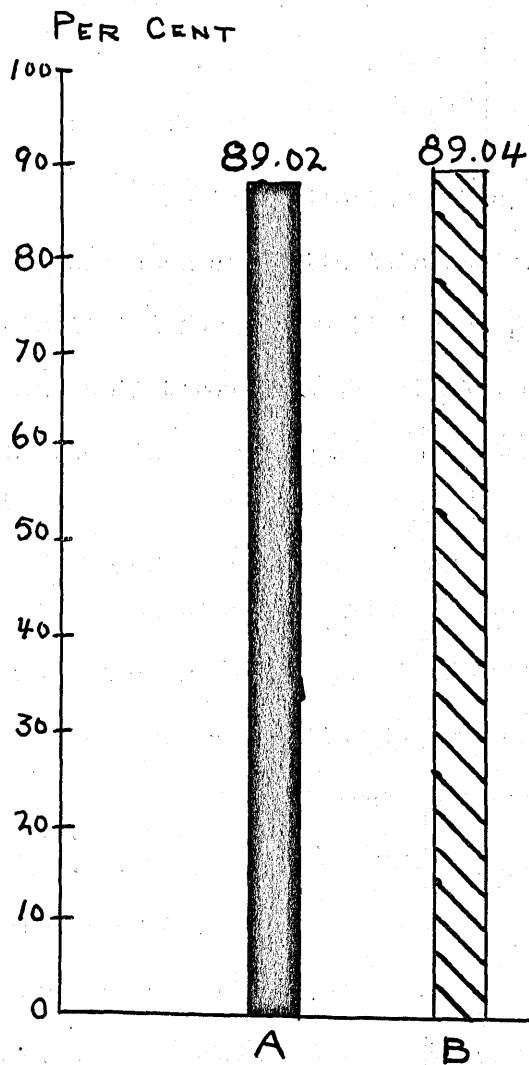


Figure 1.

Figure 1. - Mean Intelligence Quotient of Each Group.

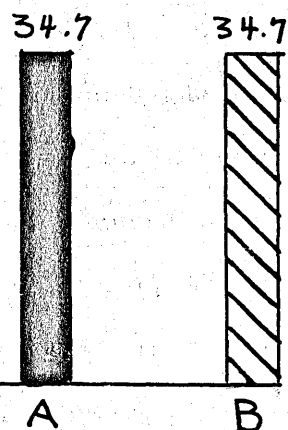


Figure 2.

Figure 2. - Mean Reading Score of Each Group.

(See pages 17-18; Tables I and II, pages 20-21)



A - Control Group.



B - Experimental Group

Number of Cases: 45 Pupils in Each Group.

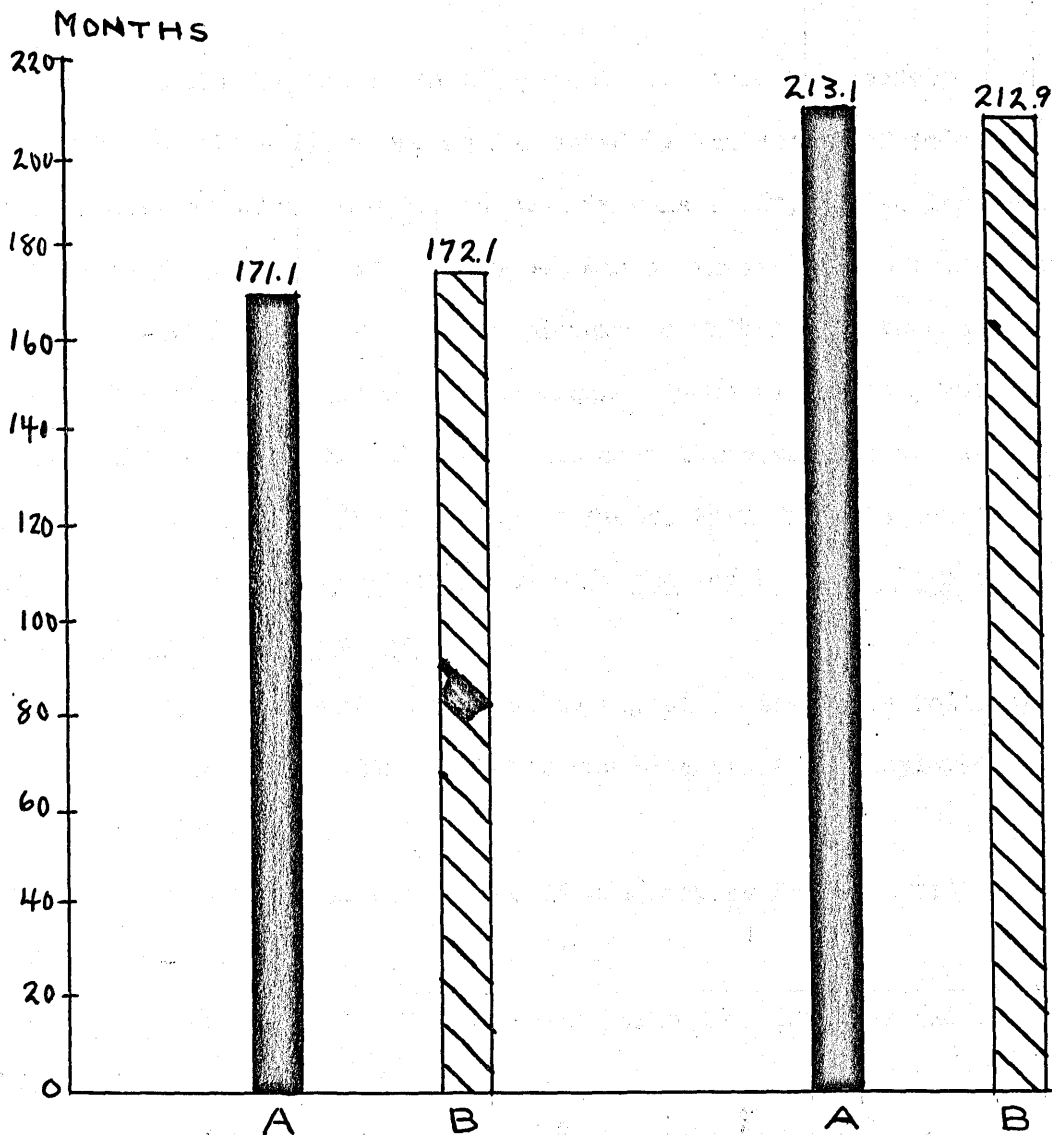


Figure 3.

Figure 3. - Mean Mental Age of Each Group.

Figure 4.

Figure 4. - Mean Chronological Age of Each Group.

(See pages 127-181; Tables I and II, pages 20-21)



A - Control Group.



B - Experimental Group

Number of Cases: 45 Pupils in Each Group.

DAILY PROGRESS OF PUPILS

Table III and Table IV, pages 29-30 show the achievements of each pupil in his daily work, as indicated by the number of points earned, Unit by Unit. A Unit, as used in this study, may be described as a large project of history, the objects of investigation being grouped around a central idea. The aim in planning a unit is not to see how many historical facts one may group around a certain subject, but rather to use only those historical facts that contribute to an understanding of this central idea. The learning of facts, therefore, is not an end in itself, but a means toward an end, the end being a clear conception of the unit as a whole.

The units used in this study may be re-stated as follows:

Unit I - How the Old World was Discovered and Explored by the Old (1450-1600).

Unit II - How the New World was Peopled From the Old (1600-1763).

Unit III - How the New World Broke Away From the Old (1760-1823).

Unit IV - How Our Nation was Established (1781 - 1801).

Unit V - How Our Nation Conquered the Wilderness (1801-1861).

Unit VI - How Our Nation Became Divided and Was Reunited (1787-1877).

It is readily perceived that the organization of historical study according to the Unit Plan is more logical than chronological, the aim being to develop clear, well-defined concepts of history.

Each Unit in this experiment consisted of the following seven parts:

1. The Preview,
2. General Problems.
3. Special Problems and Projects.
4. Important Characters.
5. Important Dates.
6. Illustrative Materials.
7. Reference Reading.

ACHIEVEMENT OF EACH GROUP, UNIT BY UNIT

The working-out of an Unit usually required about four or five weeks. As explained in "Procedure", pages 13-14, a pupil earned a certain number of points by satisfactory performance in these various lines. It was possible for each pupil to earn 500 points on each unit, based on both quantity and quality of work.

Tables III and IV show the following results:

In Unit I, the control group earned an average of 354 points, with a range of 148 points to 443 points; the Experimental Group earned an average of 378 points with a range of 244 points to 479 points.

In Unit II, the Control Group earned an average of 343 points, with a range of 76 points to 490 points; the Experimental Group earned an average of 366 points, with a range of 115 points to 498 points.

In Unit III, the Control Group earned an average of 344 points,

with a range of 70 points to 495 points; the Experimental Group earned an average of 384 points, with a range of 191 points to 500 points.

In Unit IV, the Control Group earned an average of 355 points, with a range of 154 points to 499 points; the Experimental Group earned an average of 385 points, with a range of 188 points to 491 points.

In Unit V, the Control Group earned an average of 341 points, with a range of 70 points to 499 points; the Experimental Group earned an average of 388 points, with a range of 254 points to 498 points.

In Unit VI, the Control Group earned an average of 331 points, with a range of 65 points to 500 points; the Experimental Group earned an average of 376 points, with a range of 231 points to 498 points.

The average of each group for the six Units is as follows: the Control Group earned an average per Unit for the year of 345 points, with an average range of 207 points to 481 points; the Experimental Group earned an average per Unit for the year of 380 points, with an average range of 225 points to 483 points.

The mean achievement Table I on the following page gives a summarized comparison of the two groups in achievement, as shown by the number of points earned by each pupil, Unit by Unit.

MEAN ACHIEVEMENT TABLE I

This table gives a summarized comparison of the two groups in achievement, as shown by the number of points earned by each pupil, Unit by Unit. "A" indicates Control Group; "B" indicates Experimental Group.

	<u>Unit I</u>		<u>Unit II</u>		<u>Unit III</u>		<u>Unit IV</u>		<u>Unit V</u>		<u>Unit VI</u>		<u>Average</u>	
	A	B	A	B	A	B	A	B	A	B	A	B	A	B
Mean	354	378	343	366	344	384	355	385	341	388	331	376	345	380
S.D.	71.2	68.2	96.4	82.5	111.4	72.7	99.6	73.5	103.3	70.6	96.6	69.9	81.1	67.5
Std. Error	7.5	7.2	10.1	8.7	11.7	7.7	10.5	7.7	10.9	7.4	10.2	7.4	8.5	7.1

The above table shows that in each Unit the Experimental Group excelled the Control Group by about 10% in the average number of points earned by each pupil, Unit by Unit. Also, in this table the standard deviations and standard errors of the Experimental Group show a better situation than do those of the Control Group, being lower for each Unit. This fact indicates that there was less "scattering" of the performance of the members of the Experimental Group; that their achievements were grouped more closely around the central tendency, or mean. This fact coupled with the fact that in each Unit the mean number of points earned by the Experimental Group was higher than that of the Control Group, indicates not only that the progress of the brighter pupils was not interfered with, but also that the achievements of the slower pupils was raised to a higher level.

Figures 5, 6, 7, 8, 9, 10, 11 and 12, pages 31-35, show by graphic representation how the two groups compare in the number of points earned Unit by Unit.

The degree of correlation between the Intelligence Quotients and the average number of points earned by each group, Unit by Unit, is as follows: Control Group $.27 \pm .09$; Experimental Group, $.41 \pm .08$. In each group the correlation is rather low, but it is higher in the Experimental than in the Control Group. This situation indicates that the achievement of the Experimental Group was more in keeping with what we have reason to expect it should have been on the basis of the Intelligence Quotient. This idea coupled with the facts shown on page 37 that the mean Efficiency Quotient of the Experimental Group was 10% higher than that of the Control Group, indicates that the Experimental Group put greater industry and effort into its performance.

TABLE III

POINTS EARNED BY EACH PUPIL UNIT BY UNIT - CONTROL GROUP

<u>Pupil Number</u>	<u>UNIT I</u>	<u>UNIT II</u>	<u>UNIT III</u>	<u>UNIT IV</u>	<u>UNIT V</u>	<u>UNIT VI</u>	<u>AVERAGE</u>
1.	400	450	390	454	162	468	387
2.	441	465	490	499	469	478	474
3.	490	407	466	464	440	381	441
4.	358	320	329	402	332	249	332
5.	394	464	456	498	456	461	455
6.	302	305	189	318	237	334	281
7.	354	337	352	260	265	312	313
8.	417	396	498	372	436	416	423
9.	406	431	393	493	466	438	438
10.	369	314	70	154	70	362	225
11.	324	383	407	369	312	261	343
12.	426	490	460	460	473	476	464
13.	443	468	495	483	499	500	481
14.	274	279	215	278	199	198	241
15.	319	209	331	383	333	116	282
16.	262	96	371	362	240	244	263
17.	418	476	466	497	478	470	468
18.	373	76	122	178	343	255	225
19.	404	473	473	480	452	367	442
20.	350	275	253	200	315	289	280
21.	280	299	363	410	302	264	320
22.	397	359	417	366	336	402	380
23.	342	394	350	278	289	254	318
24.	337	326	176	224	311	65	240
25.	378	341	384	368	349	336	359
26.	393	439	456	470	443	414	436
27.	431	423	462	497	463	413	448
28.	368	360	411	333	430	308	368
29.	358	354	484	306	296	367	344
30.	321	248	231	356	339	326	295
31.	400	385	396	407	416	309	386
32.	148	236	323	119	320	276	237
33.	301	385	385	446	401	359	380
34.	338	365	278	373	357	286	333
35.	403	443	446	387	447	460	431
36.	295	196	28	258	186	276	207
37.	362	374	358	378	233	250	343
38.	327	398	351	418	443	353	382
39.	309	272	305	298	304	323	317
40.	363	326	414	436	394	335	378
41.	308	227	228	234	242	299	259
42.	274	274	308	302	237	233	271
43.	285	266	252	215	216	180	236
44.	391	306	301	321	338	339	233
45.	278	261	238	226	190	305	250
Mean	354	343	344	355	341	331	345
S.D.	71.2	96.4	111.4	99.6	103.3	96.6	81.1
Std. Error	7.5	10.1	11.7	10.5	10.9	10.2	8.5

TABLE IV

POINTS EARNED BY EACH PUPIL UNIT BY UNIT - EXPERIMENTAL GROUP

<u>Pupil Number</u>	<u>UNIT I</u>	<u>UNIT II</u>	<u>UNIT III</u>	<u>UNIT IV</u>	<u>UNIT V</u>	<u>UNIT VI</u>	<u>AVERAGE</u>
1.	435	391	462	475	485	475	454
2.	409	429	316	372	381	400	385
3.	438	247	303	358	285	333	327
4.	420	449	500	471	472	492	467
5.	375	448	461	405	396	400	414
6.	409	351	319	386	423	353	374
7.	386	437	448	416	426	372	414
8.	417	296	353	362	318	329	346
9.	409	479	439	440	395	464	438
10.	421	356	370	338	362	384	372
11.	398	433	442	414	427	446	427
12.	184	166	254	280	334	231	238
13.	379	448	473	453	480	455	448
14.	419	477	492	483	446	415	455
15.	479	481	500	445	424	474	467
16.	419	498	500	483	498	498	483
17.	352	224	334	306	262	345	304
18.	414	361	418	463	461	423	424
19.	419	215	393	319	385	391	354
20.	418	454	394	295	384	272	370
21.	456	487	484	491	470	458	474
22.	381	441	424	463	465	406	430
23.	391	403	407	460	464	422	425
24.	419	381	458	455	430	422	428
25.	420	469	477	457	451	391	444
26.	369	374	322	375	394	379	369
27.	390	279	191	364	389	409	337
28.	385	446	445	375	377	335	397
29.	240	115	272	353	312	243	256
30.	366	385	380	387	450	450	403
31.	360	360	374	358	352	356	360
32.	290	365	421	302	267	326	329
33.	394	440	370	360	380	275	370
34.	395	363	395	426	340	395	386
35.	381	462	418	437	480	412	432
36.	351	420	386	446	480	437	420
37.	359	284	398	344	285	290	361
38.	314	220	290	292	370	316	295
39.	398	437	310	289	289	371	349
40.	359	465	372	389	445	372	400
41.	374	377	344	409	337	280	354
42.	334	335	275	188	295	294	287
43.	356	328	282	263	254	326	302
44.	304	322	260	274	254	307	254
45.	244	251	361	325	369	296	225
Mean	378	366	384	385	388	376	380
S.D.	68.24	82.5	72.7	73.5	70.6	69.9	67.5
Std. Error	7.18	8.7	7.7	7.7	7.4	7.4	7.1

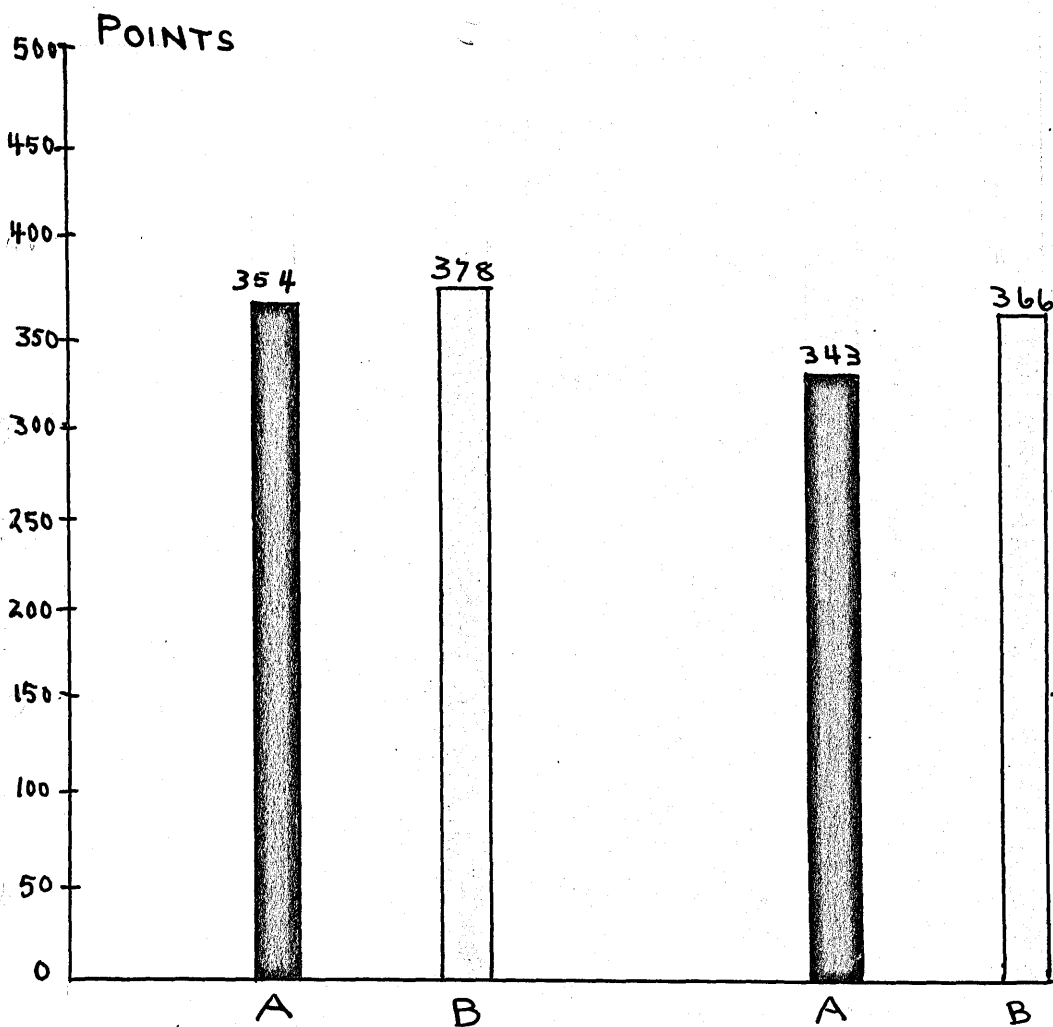


Figure 5.

Figure 5. - Average Number of Points Earned by Each Group in Working out Unit I.

Figure 6.

Figure 6. - Average Number of Points Earned by Each Group in Working out Unit II.

(See pages 25, 27; Tables III and IV, pages 29-30)



A - Control Group



B - Experimental Group

Number of Cases: 45 Pupils in Each Group.

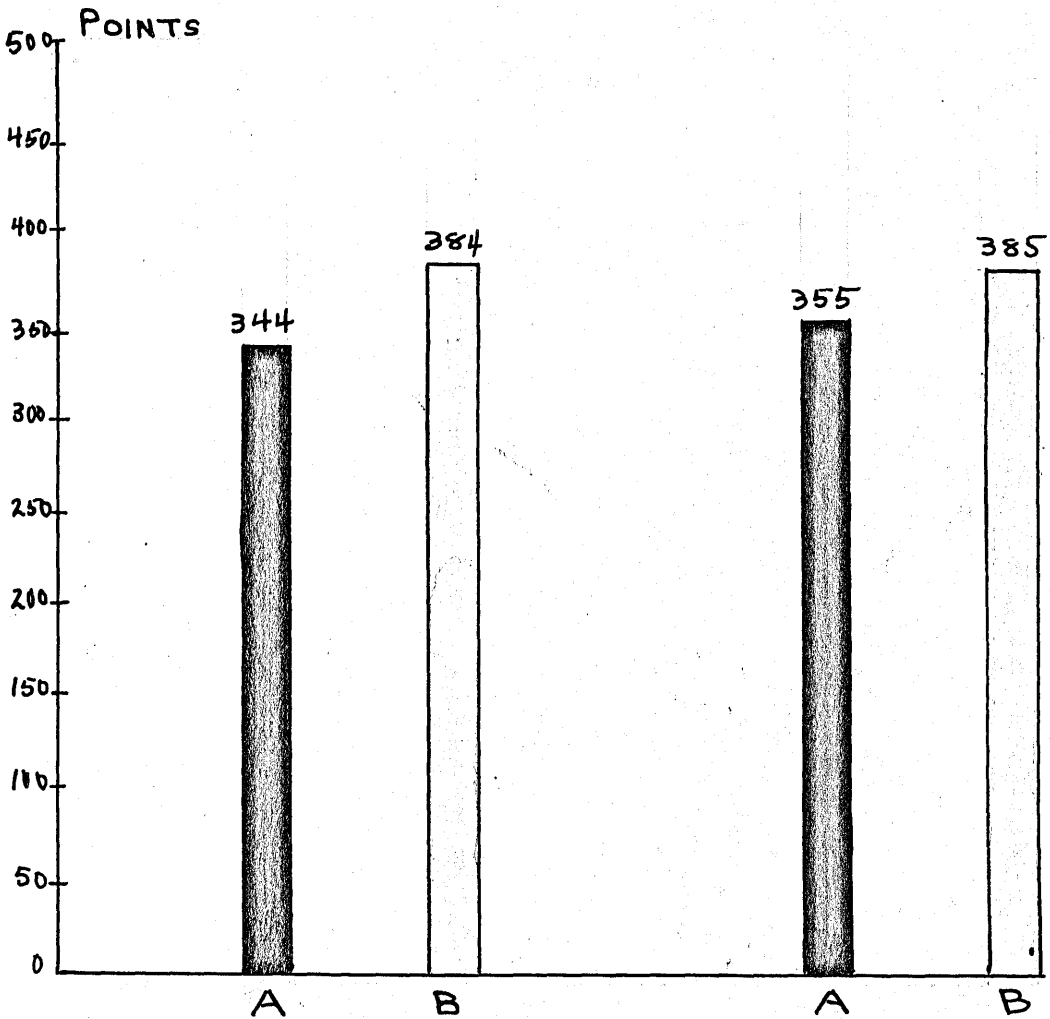


Figure 7.

Figure 7. - Average Number of Points Earned by Each Group in Working out Unit III.

Figure 8.

Figure 8. - Average Number of Points Earned by Each Group in Working out Unit IV.

(See pages 25-27; Tables III and IV, pages 29-30)



A - Control Group.



B - Experimental Group.

Number of Cases: 45 Pupils in Each Group.

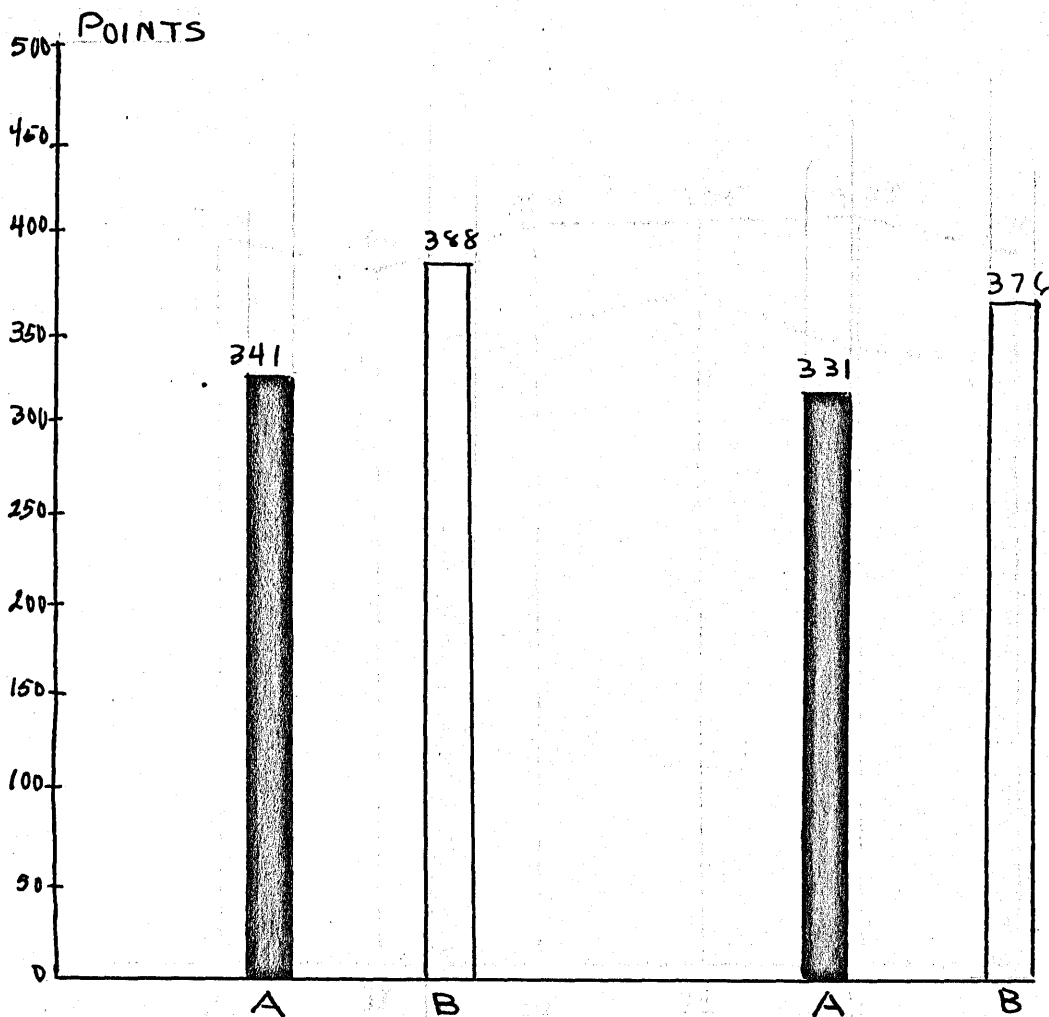



Figure 9.


Figure 10.

Figure 9. - Average Number of Points Earned by Each Group in Working out Unit V.

Figure 10. - Average Number of Points Earned by Each Group in Working out Unit VI.

(See pages 26-27; Tables III and IV, pages 29 and 30)

 A - Control Group

 B - Experimental Group.

Number of Cases: 45 Pupils in Each Group.

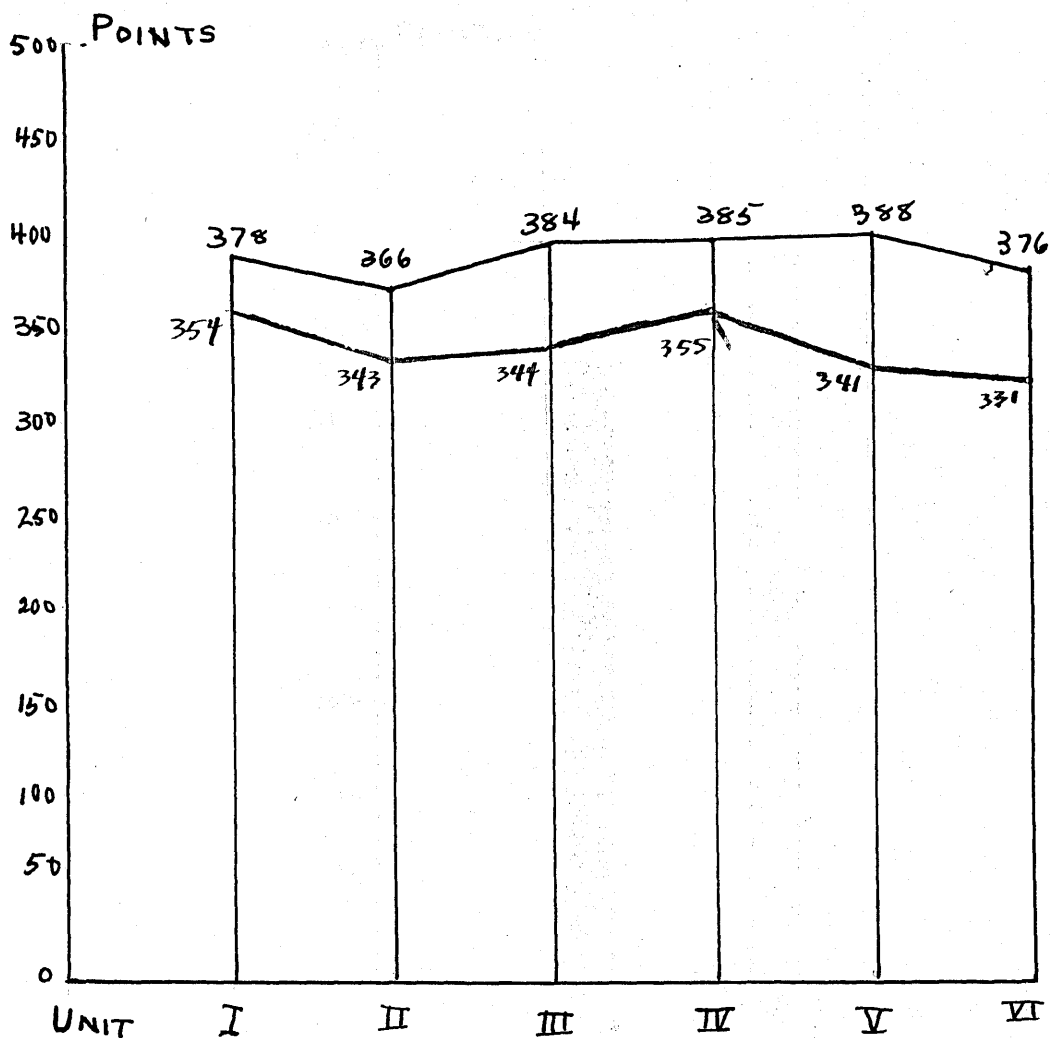


Figure 11.

Summarized Report of Average Number of
Points Earned by Each Group, Unit by Unit.

(See page 272; Tables III and IV, pages 29-30)

—— Control Group.
- - - Experimental Group.

Number of Cases: 45 Pupils in Each Group.

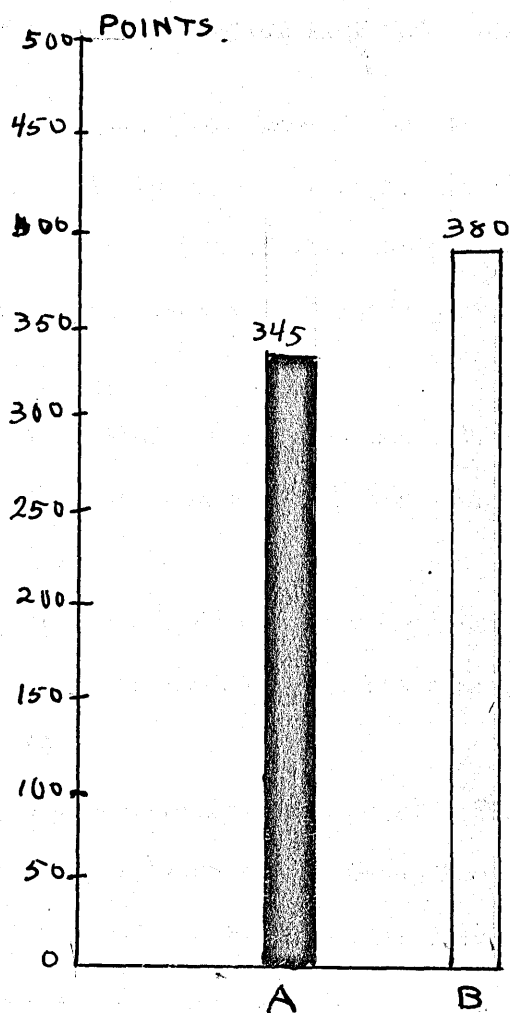


Figure 12.

Figure 12. - Mean of the Average Number of Points per Unit Earned by Each Group in Working out the Whole Number of Units for the Year.

(See pages 26-27; Tables III and IV, pages 29-30)



A - Control Group.



B - Experimental Group

Number of Cases: 45 Pupils in Each Group.

THE EFFICIENCY WITH WHICH EACH GROUP WORKED

Table V and Table VI, pages 39-40 show the efficiency with which each pupil worked, Unit by Unit. As explained in "Procedure", page 15 the Efficiency Quotient is a measure of what the pupil does in relation to what he should be expected to do as indicated by his Intelligent Quotient.

In Unit I, the Control Group has a mean Ef. Q. of 108, with a range of 51 to 147; the Experimental Group has a mean Ef. Q. of 114, with a range of 52 to 138.

In Unit II, the Control Group has a mean Ef. Q. of 107 with a range of 62 to 155; the Experimental Group has a mean Ef. Q. of 120, with a range of 50 to 166.

In Unit III, the Control Group has a mean Ef. Q. of 108, with a range of 10 to 156; the Experimental Group has a mean Ef. Q. of 108, with a range of 40 to 157; the Experimental Group has a mean Ef. Q. of 116, with a range of 68 to 150.

In Unit IV, the Control Group has a mean Ef. Q. of 108, with a range of 40 to 157; the Experimental Group has a mean Ef. Q. of 116, with a range of 68 to 150.

In Unit V, the Control Group has a mean Ef. Q. of 104, with a range of 20 to 153; the Experimental Group has a mean Ef. Q. of 118, with a range of 75 to 162.

In Unit VI, the Control Group has a mean Ef. Q. of 104, with a range of 20 to 161; the Experimental Group has a mean Ef. Q. of 118, with a range of 68 to 153.

The average Efficiency Quotient of each group for the six Units is as follows: the Control Group has a mean average Ef. Q. of 107, with an average range of 66 to 149; the Experimental Group has a mean average Ef. Q. of 118, with a range of 69 to 148.

Mean Achievement Table II gives a summarized comparison of the two groups in Efficiency Quotient, Unit by Unit.

MEAN EFFICIENCY TABLE II

This table gives a summarized comparison of the two groups in Efficiency Quotient, Unit by Unit. "A" indicates Control Group; "B" indicates Experimental Group.

	Unit I		Unit II		Unit III		Unit IV		Unit V		Unit VI		Average
	A	B	A	B	A	B	A	B	A	B	A	B	
Mean	108	114	107	120	108	121	108	116	104	118	104	118	107 118
S.D.	16.7	16.6	28.6	27.5	35.1	31.6	29.6	20.8	30.7	19.3	29.3	19.5	23.5 17.7
Std. Error	1.6	1.6	3.0	2.9	3.7	3.3	3.1	2.2	3.2	2.0	3.1	2.0	2.5 1.9

The above table shows that in each Unit the Experimental Group excelled the Control Group in the mean Efficiency Quotient. Also, in this table the standard deviations and standard errors of the Experimental Group show to a somewhat better advantage than those of the Control Group.

Figures 13, 14, 15, 16, 17, 18, 19, and 20, pages 41-45, show by graphic representation how the two groups compare in Efficiency Quotient Unit by Unit. These graphs show that in each Unit the Experimental Group slightly excelled the Control Group in efficiency.

These tables and figures show that in efficiency the Experimental Group excelled the Control Group by about 10%; that is, the efficiency of this group was about 10% higher than that of the Control Group.

Interpretation of the standard deviations is important.

What was found to be true of the standard deviations of the average number of points earned by each Group Unit by Unit, is also true of the standard deviations of the mean Efficiency Quotient of each group, Unit by Unit. For each Unit the standard deviation of the Experimental Group was lower than that of the Control Group. This fact shows that the performance of the Experimental Group was more closely grouped around the mean performance than that of the Control Group. This fact, together with the fact that the mean Efficiency Quotient of the Experimental Group was 10% higher than that of the Control Group, indicates that there was a general raising of the efficiency of the Experimental Group to a level above that of the Control Group.

TABLE V

EFFICIENCY QUOTIENT OF EACH PUPIL, UNIT BY UNIT - CONTROL GROUP

Name	Unit I	Unit II	Unit III	Unit IV	Unit V	Unit VI	Average
1.	99	114	96	110	40	119	100
2.	109	121	123	125	117	124	120
3.	128	109	121	116	112	101	115
4.	95	85	88	101	85	67	87
5.	103	126	123	130	120	124	121
6.	83	85	53	86	64	94	78
7.	96	94	100	70	72	87	87
8.	118	113	142	113	120	119	137
9.	112	123	112	135	126	125	122
10.	101	90	20	42	20	103	66
11.	91	70	116	103	88	67	89
12.	118	140	132	131	132	137	132
13.	124	134	143	135	138	144	136
14.	76	80	62	78	56	57	69
15.	90	62	97	108	94	34	81
16.	74	28	109	102	68	72	76
17.	118	140	137	141	135	139	135
18.	106	22	37	50	95	75	64
19.	115	140	140	136	126	108	128
20.	102	84	76	58	91	81	83
21.	81	90	109	119	88	80	94
22.	115	109	127	107	99	122	113
23.	102	121	108	82	85	78	96
24.	100	100	54	67	92	20	72
25.	113	106	111	110	105	105	108
26.	120	140	145	141	135	132	135
27.	139	141	154	160	149	138	147
28.	119	120	137	108	139	103	121
29.	116	120	128	99	25	125	114
30.	107	86	80	107	113	112	101
31.	135	135	139	137	140	108	132
32.	51	83	113	40	108	97	82
33.	100	135	135	150	135	126	130
34.	113	128	97	124	121	100	114
35.	137	155	156	132	151	161	149
36.	102	70	10	90	64	99	73
37.	125	134	128	131	81	126	121
38.	110	143	126	145	153	127	132
39.	107	98	110	103	136	116	112
40.	131	121	151	157	142	125	138
41.	115	93	85	85	88	113	97
42.	100	104	116	110	87	91	101
43.	107	103	97	80	81	78	90
44.	147	117	114	118	127	130	126
45.	108	106	97	89	74	114	98
Mean	108	107	108	108	104	104	107
S.D.	16.7	28.6	35.1	29.6	30.7	29.3	23.5
Std. Er.	1.7	3.0	3.7	3.1	3.2	3.1	2.5

TABLE VI

EFFICIENCY QUOTIENT OF EACH PUPIL, UNIT BY UNIT - EXPERIMENTAL GROUP

Name	Unit I	Unit II	Unit III	Unit IV	Unit V	Unit VI	Average
1.	103	98	111	114	115	113	109
2.	98	107	89	90	92	100	94
3.	116	67	82	94	75	90	87
4.	113	126	140	127	127	138	125
5.	101	126	129	109	107	112	114
6.	112	94	91	108	118	102	104
7.	108	127	128	116	119	107	117
8.	117	87	103	103	81	97	100
9.	115	140	128	127	112	137	127
10.	118	105	110	95	102	113	107
11.	112	128	103	108	120	131	123
12.	52	50	75	74	95	68	69
13.	107	131	140	129	138	135	130
14.	118	142	143	139	128	124	132
15.	135	143	149	126	122	141	136
16.	118	148	149	139	143	148	141
17.	100	66	100	88	74	103	88
18.	117	108	122	137	132	126	123
19.	118	64	117	92	111	117	103
20.	121	132	118	86	111	83	109
21.	132	142	145	143	136	136	139
22.	112	134	130	137	138	125	129
23.	117	124	128	140	141	130	130
24.	126	116	144	138	132	130	131
25.	129	145	151	140	138	124	138
26.	111	119	102	115	121	121	115
27.	121	90	62	113	121	132	106
28.	119	114	143	116	118	108	125
29.	75	133	88	109	97	78	97
30.	116	127	125	122	138	145	129
31.	116	120	125	114	113	119	118
32.	96	123	144	100	88	111	110
33.	130	150	126	120	125	93	124
34.	130	124	135	140	112	135	129
35.	128	160	146	147	162	144	148
36.	118	147	135	150	162	153	144
37.	121	100	139	116	96	101	112
38.	106	77	102	97	125	112	103
39.	128	157	110	100	100	133	121
40.	125	166	134	135	154	133	141
41.	103	136	124	142	116	101	125
42.	121	125	103	68	102	110	106
43.	128	122	108	95	92	122	111
44.	109	120	97	99	92	115	105
45.	88	103	150	131	149	124	126
Mean	114	120	121	116	118	118	118
S.D.	16.6	27.5	31.6	20.8	19.3	19.5	17.7
Std. Er.	1.7	2.9	3.3	2.2	2.0	2.0	1.9

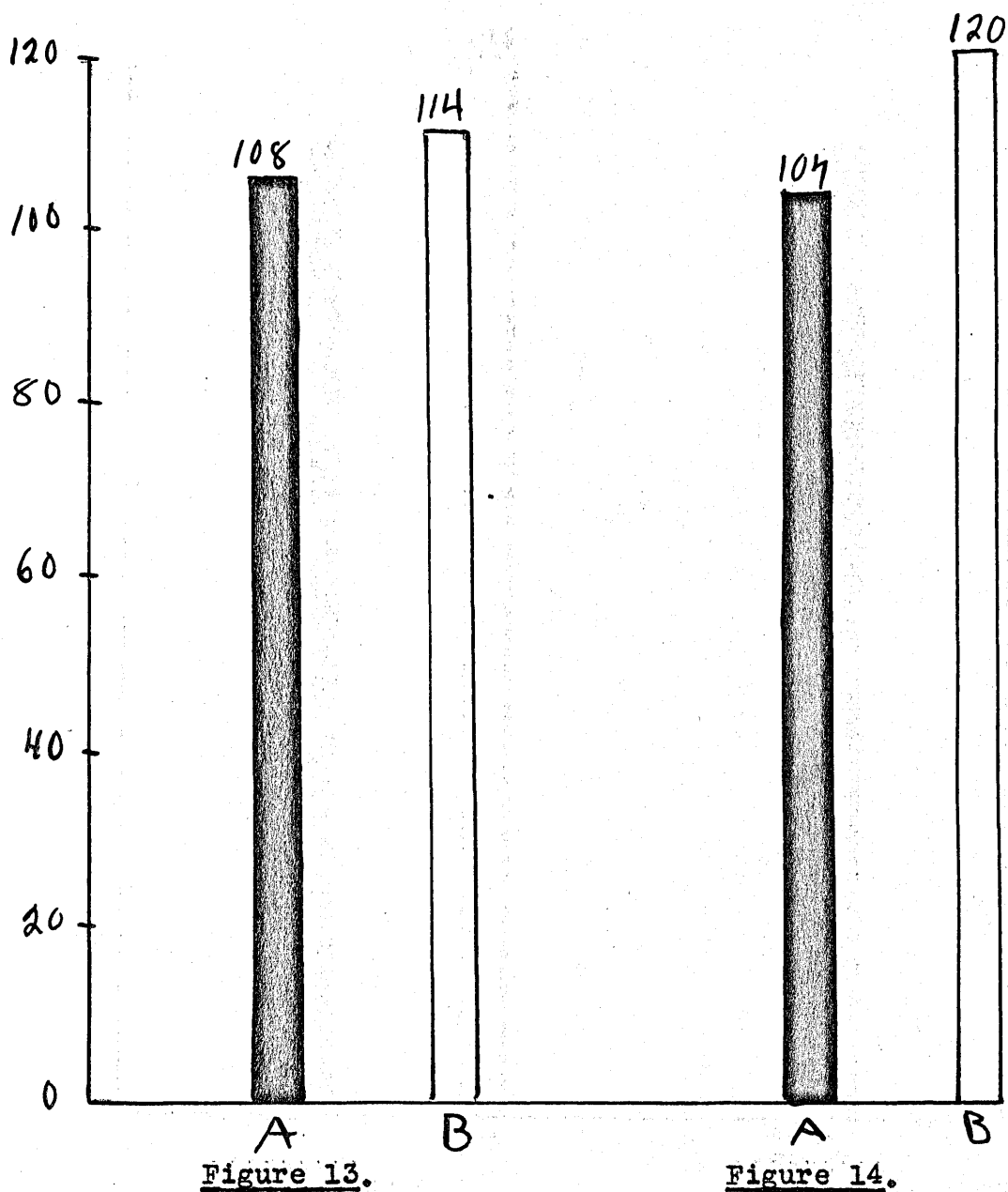


Figure 13. - Average Efficiency Quotient of Each Group in Working out Unit I.

Figure 14. - Average Efficiency Quotient of Each Group in Working out Unit II.

(See pages 36-37 ; Tables V and VI, pages 39-40)



A - Control Group.



B - Experimental Group.

Number of Cases:
45 Pupils in Each Group.

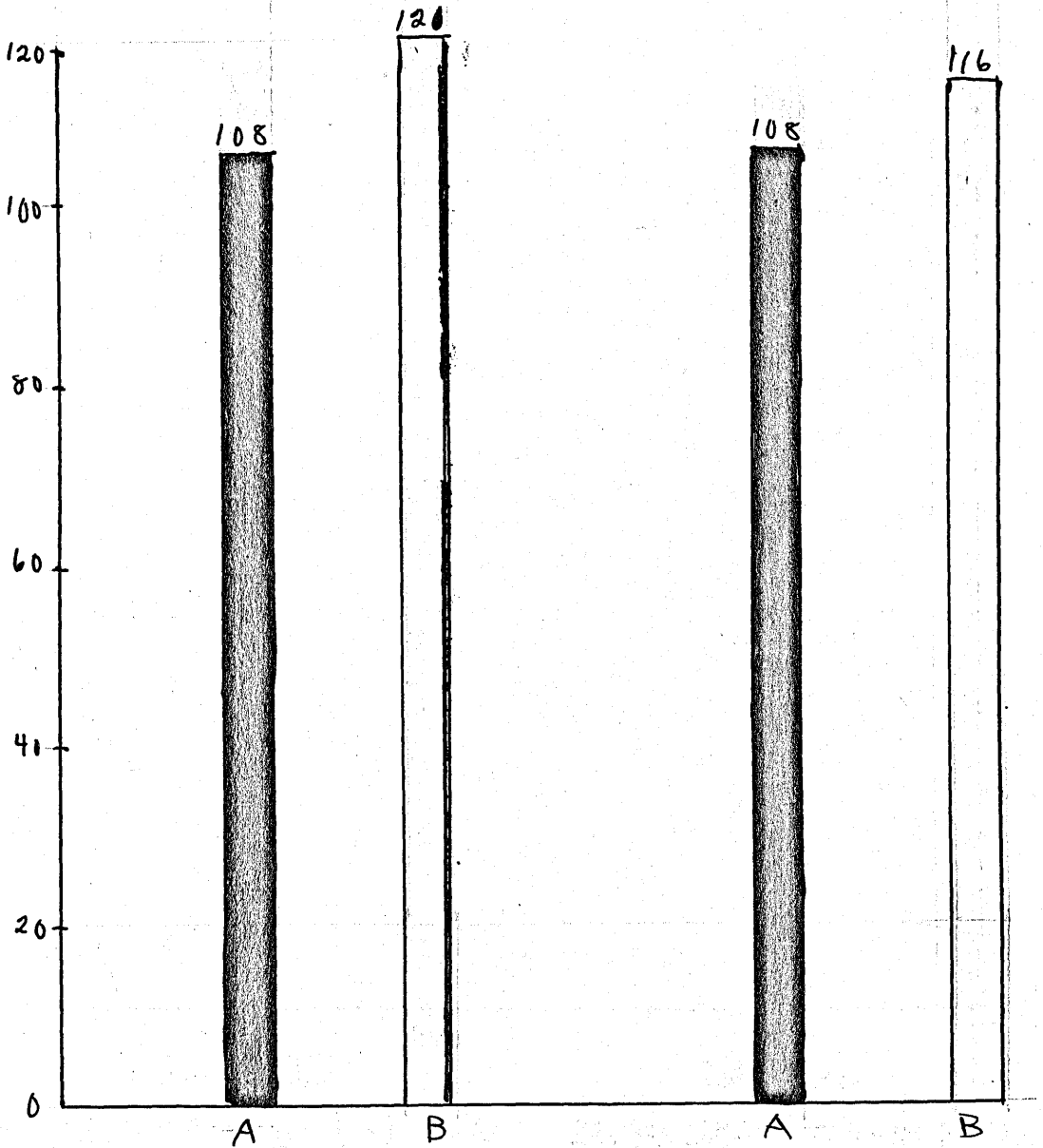


Figure 15.

Figure 16

Figure 15. - Average Efficiency Quotient of Each Group in Working out Unit III.

Figure 16. - Average Efficiency Quotient of Each Group in Working out Unit IV.

(See pages 36-37; Tables V and VI, pages 39-49)

■ A - Control Group

□ B - Experimental Group.

Number of Cases: 45 Pupils in Each Group.

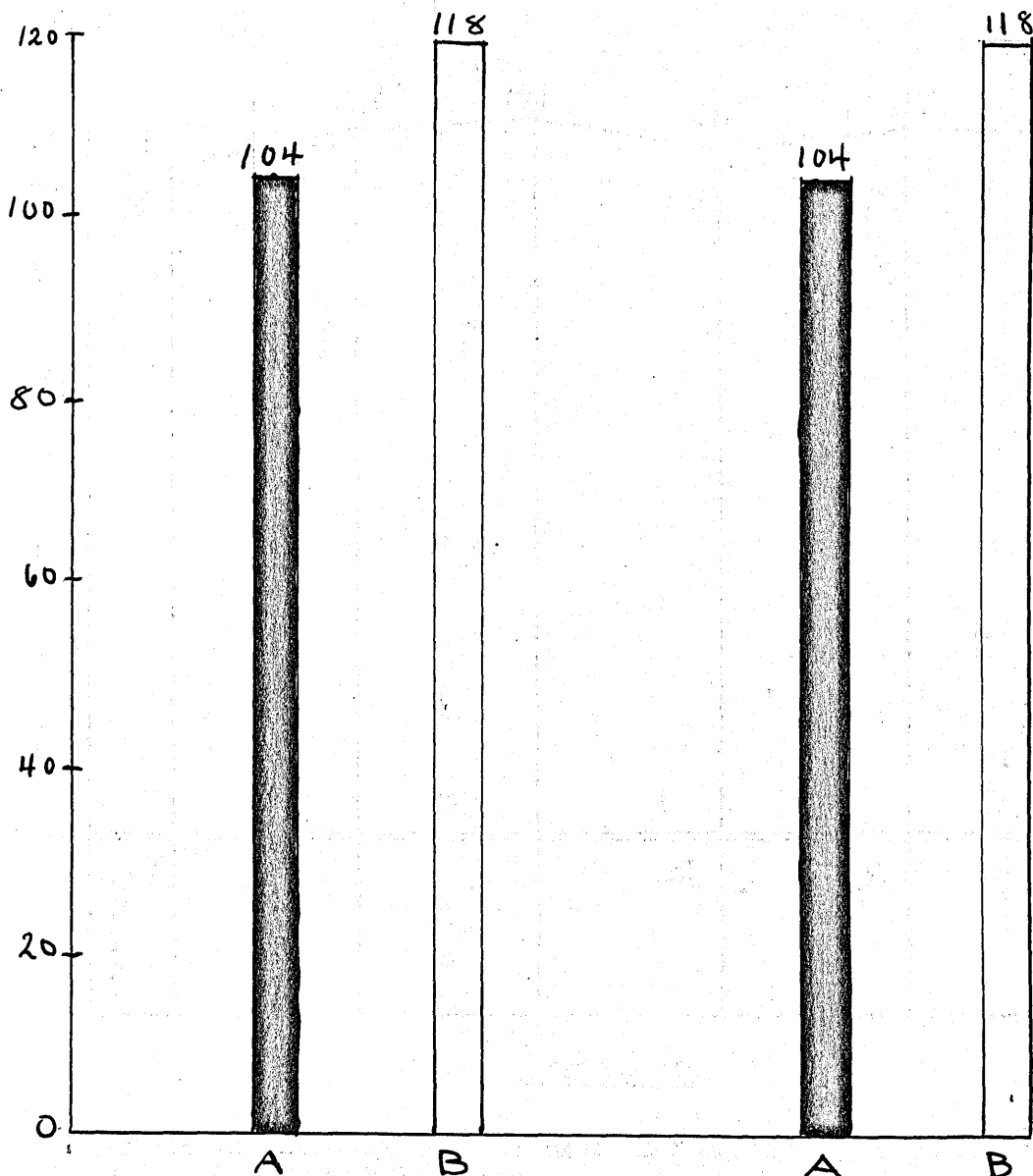


Figure 17.

Figure 18.

Figure 17. - Average Efficiency Quotient of Each Group in Working out Unit V.

Figure 18. - Average Efficiency Quotient of Each Group in Working out Unit VI.

(See page 36; Tables V and VI, pages 33-40)

■ A - Control Group

□ B - Experimental Group.

Number of Cases: 45 Pupils in Each Group.

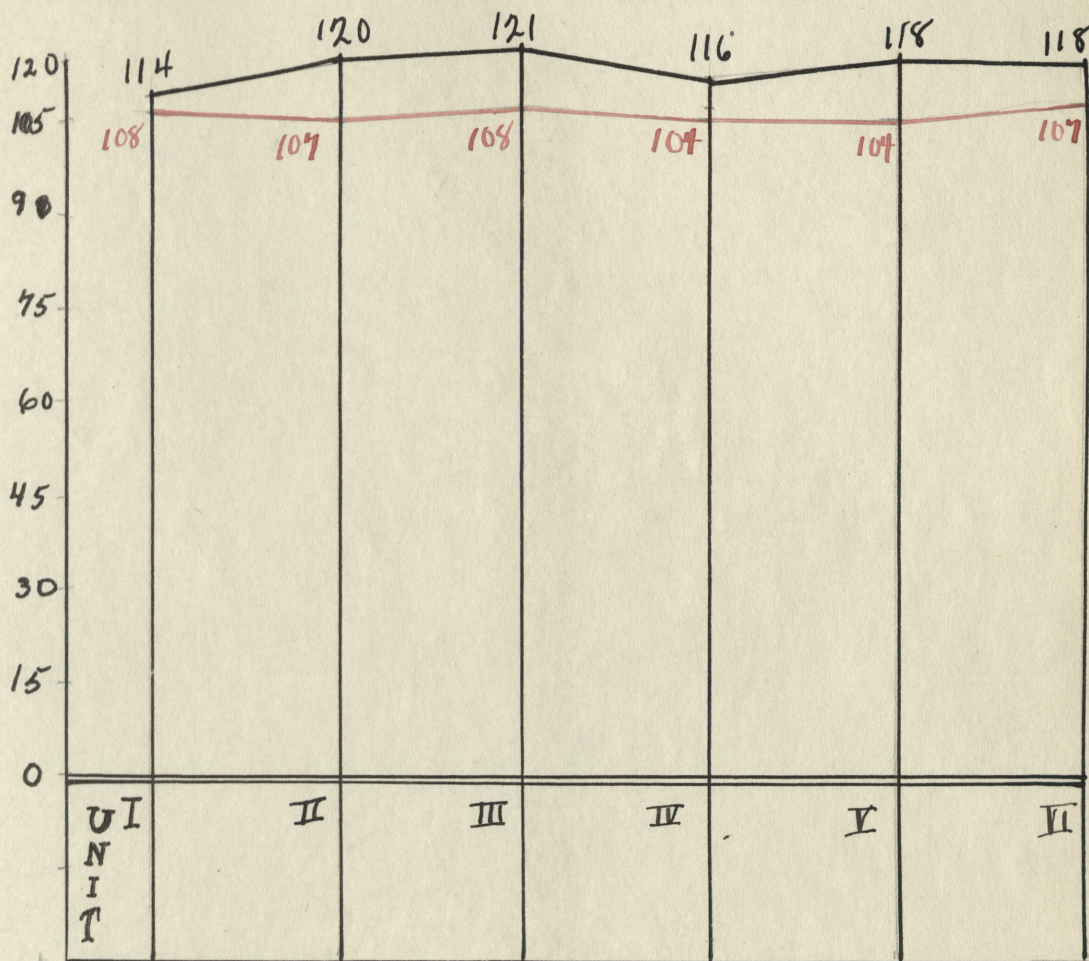


Figure 19.

Summarized Report of the Mean Efficiency Quotient of Each Group, Unit by Unit.

(See page 32; Tables V and VI, pages 39-40)

— Control Group.

— Experimental Group.

Number of Cases: 45 Pupils in Each Group.

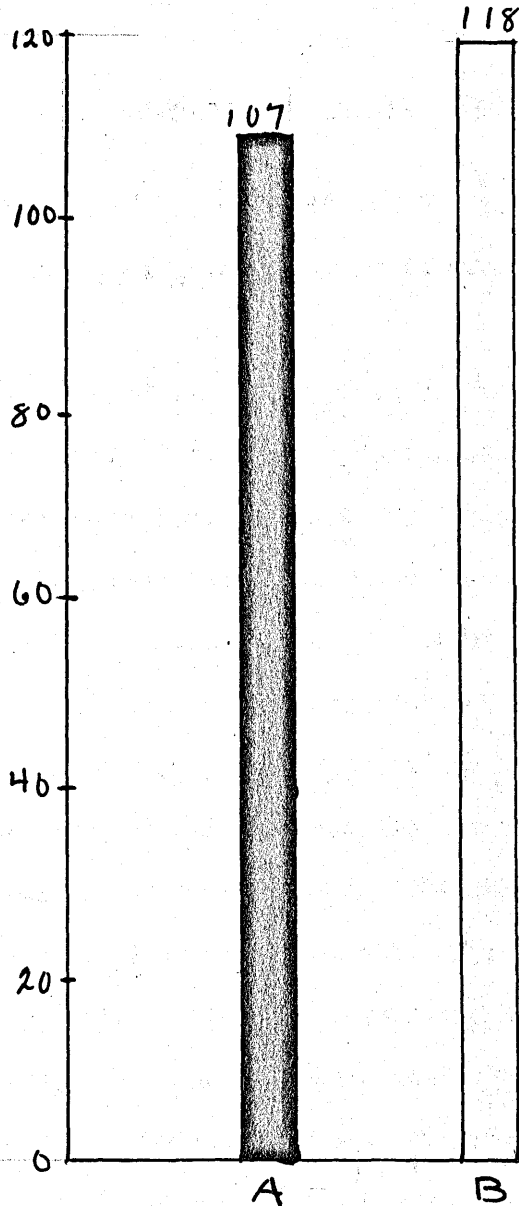




Figure 20.

Figure 20. - Mean of the Average Efficiency Quotients of Each Group for the Entire Year.

(See page 37; Tables V and VI, Pages 40-46)

 A - Control Group.

 B - Experimental Group.

Number of Cases; 45 Pupils in Each Group.

ACHIEVEMENT OF EACH GROUP AS SHOWN BY RESULTS OF STANDARD TESTS

Table VII and Table VIII, pages 49 and 50, show the achievement of each pupil in each group, as measured by tests given at the close of the experiment.

The test under date of May 7 was given by Superintendent M.E. Pearson, and covered the work of the year. It consisted of a set of questions prepared under his supervision and was designed primarily to test historical information and historical judgment. The results of the test follow: the Control Group made an average of 34.4 points, with a range of 11 points to 58 points; the Experimental Group made an average of 43.0 points, with a range of 27 points to 58 points. In this test, the Experimental Group showed to a decided advantage, excelling the Control Group by 8.6 points, or by about 25%. The grouping around the central tendency was very similar for both, the standard deviation for the Control Group being 8.65, and for the Experimental Group 8.89.

The second test, given May 19, was a follow-up test of one given October 19 preceding. For this purpose, Gregory's Tests in American History, Test III, Form A and Form B were used. These tests covered a very wide range of activity. They were of the true-false, completion, matching, and discussion types, and were designed to test historical information, historical judgment, and the ability to organize historical material covering a large unit of work. The aim in giving these two tests was to measure the amount of progress made by each student during the period covered by the experiment. Form A

was given October 21, 1929 and Form B was given May 19, 1930, six months later. The gain of each pupil during the six months was then computed. The results of the two tests follow.

In the first test given in October, the Control Group made an average score of 19.1%, with a range of 5% to 55%; the Experimental Group made an average score of 16.3%, with a range of 2% to 49%. In the second test given in May, the Control Group made an average score of 43.7%, with a range of 15% to 79%; the Experimental Group made an average score of 42.6%, with a range of 11% to 79%. The gains are as follows: The Control Group made an average gain of 24.6%, with a gain range of 6% to 49%; the Experimental Group made an average gain of 26.35, with a gain range of 6% to 66%. These facts show that, in the aggregate, the Experimental Group made an average gain of 1.7% above the average gain of the Control Group; or, expressed in another way, the gain made by the Experimental Group was about 7% higher than the gain made by the Control Group, which is a rather significant gain.

The Mean Achievement Table III on the following page gives a summarized comparison of the two groups in achievement as shown by results of standard tests. "A" indicates Control Group; "B" indicates Experimental Group.

Mean Achievement Table III

	Supt. Pearson's Test		Initial History Scores		Final History Scores		Gain	
	A	B	A	B	A	B	A	B
Mean	34.4	43.0	19.1	16.3	43.7	42.6	24.6	26.3
S.D.	8.65	8.89	11.2	8.9	13.4	17.9	8.05	13.05
Std. Error	.94	.96	1.2	.94	1.4	1.8	.85	1.37

Figures 21, 22, 23, 24, and 25, pages 51-53, illustrate by graphic representation how the two groups compare in achievement as shown by results of standard tests given. Figure 24 shows the mean gain of each group, based on its initial history score. With this as the basis of each, the Control Group shows a gain of 130%, and the Experimental Group a gain of 161%.

TABLE VII

ACHIEVEMENT AS SHOWN BY RESULTS OF STANDARD TESTS GIVEN CONTROL GROUP

Pupil Number	Superintendent Pearson's Test May 7, 1930	Initial His- tory Scores, Oct. 21, 1929	Final History Scores, May 19, 1930	Gain Over October Test
1.	49	40	74	34
2.	58	55	79	24
3.	38	40	56	16
4.	41	22	64	42
5.	43	41	67	26
6.	25	16	47	31
7.	34	25	43	18
8.	41	28	48	20
9.	30	25	41	16
10.	33	21	48	27
11.	39	20	45	25
12.	42	20	53	33
13.	46	36	59	23
14.	33	23	48	25
15.	36	8	46	38
16.	33	20	46	26
17.	41	15	63	48
18.	42	25	47	22
19.	34	20	46	26
20.	22	11	46	35
21.	17	12	31	19
22.	31	19	46	27
23.	22	17	28	11
24.	31	22	46	24
25.	42	22	44	22
26.	38	19	51	32
27.	39	22	44	22
28.	33	9	40	31
29.	40	22	49	27
30.	29	5	19	14
31.	26	9	15	6
32.	33	9	25	16
33.	28	16	39	23
34.	33	18	29	11
35.	44	20	53	33
36.	33	11	24	13
37.	28	7	32	25
38.	39	7	26	19
39.	37	10	39	29
40.	39	15	46	31
41.	29	9	30	21
42.	32	14	43	29
43.	11	7	36	29
44.	26	7	31	24
45.	22	18	34	16
Mean	34.4	19.1	43.7	24.7
S.D.	8.65	11.2	13.38	8.05
Std. Error	.938	1.18	1.4	.85

TABLE VIII

ACHIEVEMENT AS SHOWN BY RESULTS OF STANDARD TESTS GIVEN EXPERIMENTAL GROUP

Pupil Number	Superintendent Pearson's Test May 7, 1930	Initial His- tory Scores, October 21, '29.	Final History Scores, May 19, 1930	Gain Over October Test
1.	55	27	65	38
2.	54	30	79	49
3.	53	19	67	48
4.	53	21	73	52
5.	52	10	76	66
6.	36	21	40	19
7.	36	6	22	16
8.	36	18	51	33
9.	43	19	45	26
10.	36	12	41	29
11.	52	49	68	19
12.	34	27	45	18
13.	39	29	52	23
14.	49	14	37	23
15.	50	30	71	41
16.	58	10	49	39
17.	34	11	49	28
18.	44	29	39	10
19.	50	31	61	30
20.	40	18	41	23
21.	53	22	44	22
22.	43	13	46	33
23.	44	14	39	25
24.	45	14	42	28
25.	48	10	47	37
26.	43	15	25	10
27.	50	21	65	44
28.	46	9	29	20
29.	23	14	27	13
30.	52	11	37	26
31.	52	11	35	24
32.	44	15	21	6
33.	42	8	35	27
34.	42	15	38	23
35.	42	10	40	30
36.	25	7	30	23
37.	31	14	19	5
38.	44	2	28	26
39.	46	24	53	29
40.	42	10	17	7
41.	41	8	19	11
42.	27	11	28	17
43.	32	12	32	20
44.	31	5	36	31
45.	43	5	11	6
Mean	43	16.3	42.6	26.3
S.D.	8.89	8.92	17.9	13.05
Std. Error	.964	.94	1.8	1.37

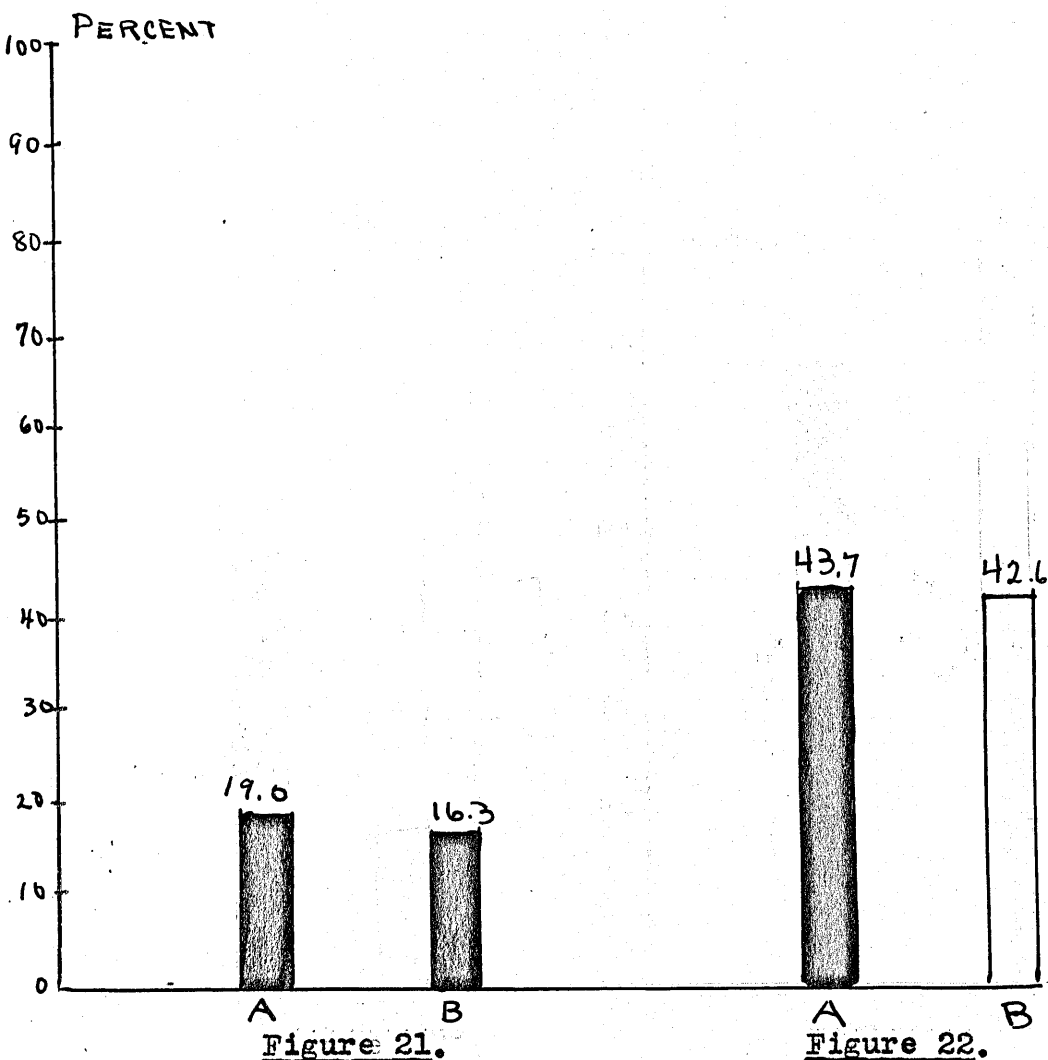


Figure 21. - Mean Initial History Score of Each Group. Results from Gregory Tests in American History; Test III, Form A. Given Oct. 21, 1929.

Figure 22. - Mean Final History Score of Each Group. Gregory's Test in American History; Test III, Form B. Given May 19, 1930.

(See pages 47-48; Tables VII and VIII, pp. 49-50)



A - Control Group.



B - Experimental Group.

Number of Cases: 45 Pupils in Each Group.

50 PERCENT

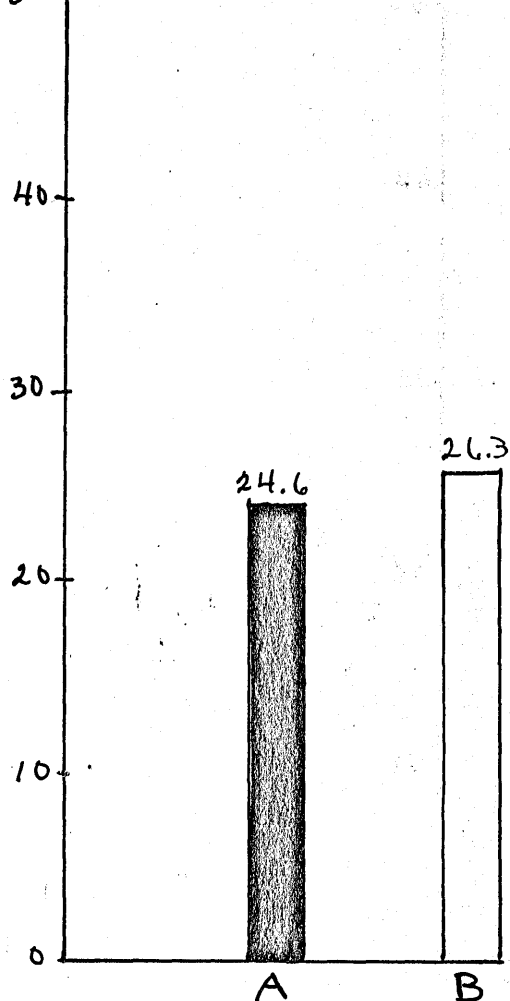


Figure 23.

Figure 23. - Mean Gain of Each Group, as Shown by May Scores Over October Scores (Gregory Tests).

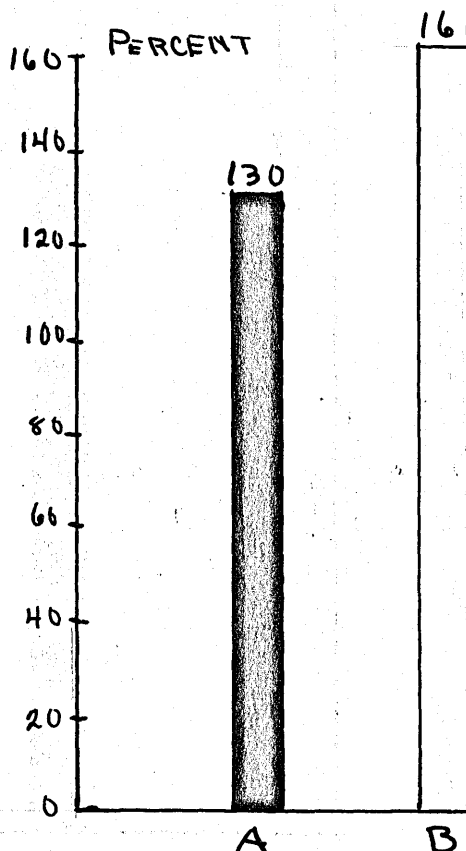


Figure 24.

Figure 24. - Mean Gain of Group in Percent Based on Its Initial History Score.

(See pages 47-48; Tables VII and VIII, pp. 49-50)



A - Control Group



B - Experimental Group.

Number of Cases: 45 Pupils in Each Group

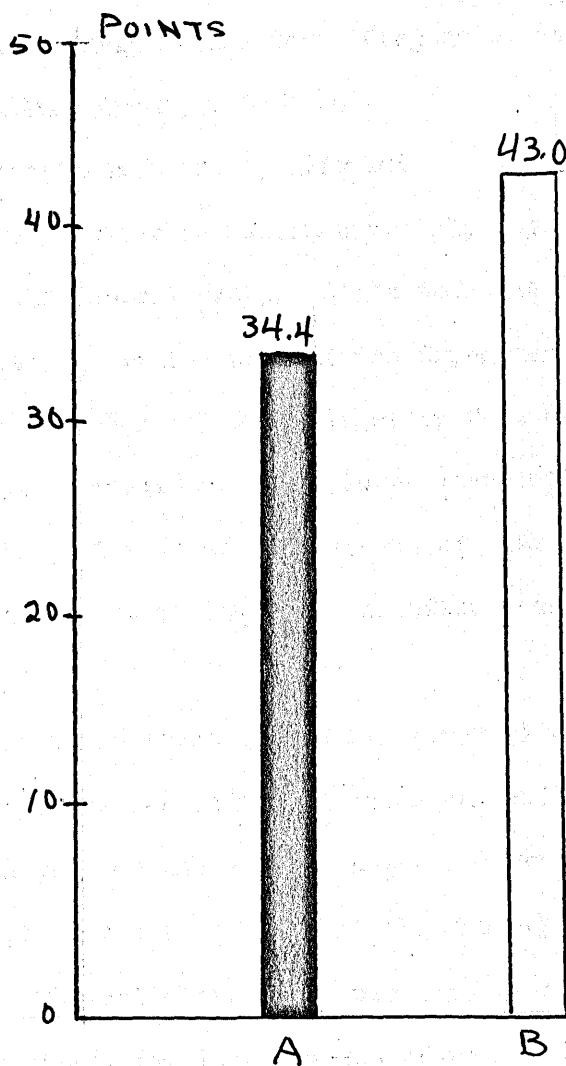


Figure 25.

Figure 25. - Mean Score of Each Group in Supt. Pearson's Test Given May 7, 1930, Expressed in Points.

(See pages 42, 43; Tables VII and VIII, pp. 52-53)



A - Control Group



B - Experimental Group.

Number of Cases: 45 Pupils in Each Group.

The coefficient of correlation between the I.Q. and the history scores in the final history test (Gregory's) is as follows:

1. Control Group, $.74 \pm .04$.
2. Experimental Group, $.71 \pm .05$.

Here the correlation is reasonably high, with the slight advantage favoring the Control Group. Since there is abundant evidence that the average achievement of the Experimental Group was greater than that of the Control Group in every Unit of work, it is perhaps not too much to assume that the lower correlation of the smaller factor in determining the achievement of that group; and that other factors, such as greater industry and effort, entered into the situation.

The greater achievement of the Experimental Group both in the mean number of points earned and in the mean Efficiency Quotient, may be explained in part on the ground that the Experimental Group did more things that were not required of all the pupils than did the Control Group. The syllabus, which was used as the foundation for this experiment, provided for three levels of work. The lowest level covered the textbook work largely, and was required of all the pupils. The second level consisted of additional and more difficult work, which required more reading and more initiative to work out. The third level involved several projects and very extensive reading. By performing the work of the lowest level, a minimum number of points was earned. For performance of the work of the second level, additional points were earned. For accomplishing the work of the

third or highest level, still additional points were added. The Experimental Group excelled in the number of difficult problems and projects worked out, in cartoon and other illustrative material produced, and in the amount of reference reading done and reported on.

CHAPTER V

EVALUATION OF THE TWO METHODS IN TERMS OF PUPIL
REACTION

In the preceding section, "Interpretation of Data", it was shown how the Control Group and the Experimental Group compared in achievement in those fields of activity which can be objectively measured, such as historical information, reference reading, map drawing, making of illustrations, cartoons, etc. In this section, we shall compare the results of the two methods of instruction in arousing interest, and in developing initiative and self-direction. The degree to which these factors are aroused and developed by a particular method is a very important index of the validity of that method in modern educational procedure. These factors, it is true, are intangible, and some of them cannot be measured objectively, but the degree of their presence may be measured relatively by any experienced observer.

In interest and enthusiasm, the Experimental Group excelled, except on rare occasions. Some times the stimulus of the larger social group in discussion was very effective, but oftener there was no interest aroused on the part of many slow members of the class, because they did not comprehend what the discussion was about.

In the development of initiative and self-direction also, the Experimental Group excelled. It is in this field of classroom activity, that the author believes the Unit plan has one of its greatest advantages. Though the pupils are frequently guided and

counseled, they are almost constantly thrown upon their own responsibility. Being constantly thrown upon one's responsibility develops initiative, resourcefulness, and self-direction. If a pupil does not measure up to his responsibility, his short-comings are soon detected, and may be corrected before it is too late. Because of the individual attention a pupil receives, he finds it quite impossible to "get by". But what is still more important, his desire to "get by" is greatly lessened by this method.

The Experimental Group excelled also in industry and effort. This fact is objectively shown by the higher efficiency quotient of that group in each of the six Units of work. The mean I.Q. of the two groups was practically identical, being 89.02 for the Control Group and 89.04 for the Experimental Group; while the mean Efficiency Quotient of the Control Group was 107, and for the Experimental Group 118, or 10% higher. Under normal conditions, it is fair to assume that pupils of identical I.Q.'s will achieve the same average performance, all things being equal. But when there is a wide range of difference in the performance of the two equated groups, the difference must be due to a difference in the two intangible factors, industry and effort.

CHAPTER VI

A SUMMARY STATEMENT OF STATISTICAL FINDINGS

On the basis of the data submitted in this study, we can make the following summary statements:

1. The two groups - forty-five pupils in each - were equated along the following lines: (a) Intelligence Quotient; (b) Mental Age; (c) Chronological Age; and (d) ability to read and comprehend historical material.
2. The two groups were very similar in mental ability and reading performance, as shown in Summary Table I.

a. Mean Intelligence Quotient

(1) Control Group :	89.02
(2) Experimental Group :	89.04

b. Mean Mental Age (Months)

(1) Control Group :	171.1
(2) Experimental Group:	172.1

c. Mean Chronological Age (Months)

(1) Control Group :	213.1
(2) Experimental Group :	212.9

d. Mean Reading Ability (Whipple's Test)

(1) Control Group :	34.7%
(2) Experimental Group :	34.7%

(The national median for the Whipple Test is 49%).

Summary Table I shows in tabular form how nearly equal in ability the two groups were.

SUMMARY TABLE I

	<u>Control Group</u>	<u>Experimental Group</u>
Intelligence Quotient	89.02	89.04
Mental Age (Months)	171.1	172.1
Chronological Age (Months)	213.1	212.9
Ability to Comprehend Historical Material (The Whipple Test)	34.7%	34.7%

3. In each of the methods used in measuring results, the Experimental Group excelled the Control Group, as shown in Summary Table II.

a. In the mean number of points earned, Unit by Unit.

(1) Control Group :	345
(2) Experimental Group :	380
a gain of 10% over the Control Group.	

b. In the mean Efficiency Quotient, Unit by Unit.

(1) Control Group :	107
(2) Experimental Group:	118
a gain of 10% over the Control Group.	

c. In Superintendent Pearson's annual test (Mean score, in points).

- | | |
|---------------------------------------|------|
| (1) Control Group: | 34.4 |
| (2) Experimental Group: | 43.0 |
| a gain of 25% over the Control Group. | |

d. In the average gain during the year, as shown by results of the Gregory Standard Tests given in October and in May (in points).

- | | |
|-------------------------------------------------------|------|
| (1) Control Group : | 24.6 |
| (2) Experimental Group: | 26.3 |
| a greater gain by about 7% by the Experimental Group. | |

e. In the progress of each group, as shown by its gain in May over its October record, in the Gregory Tests (in percent).

- | |
|--------------------------------------------------------------------------------------------------------------------------------|
| (1) The Control Group in May excelled its October record by 130%. |
| (2) The Experimental Group in May excelled its October record by 161% - a greater gain of about 24% by the Experimental Group. |

Summary Table II on the following page shows in tabular form a comparison of the two groups in achievement, as is indicated by the various methods that were used in measuring results.

SUMMARY TABLE II

	<u>Control Group</u>	<u>Experimental Group</u>	<u>Gain (Experimental)</u>
Classroom Checkup, Mean Number of Points, Unit by Unit	345	380	10%
Mean Efficiency Quotient, Unit by Unit	107	118	10%
Superintendent Pearson's Test, Mean Score (In Points)	34.4	43.0	25%
Mean Gain During Year as Shown by the Gregory Standard Tests in Oct. and May (In Points)	24.6	26.3	7%
Progress of Each Group, as Shown by its Gain in May over its Oct. Record in the Gregory Tests (In Percent)	130%	161%	24%

4. The following correlations were found for each of the two groups:

a. The coefficient of correlation between the Intelligence Quotients and the reading scores.

(1) Control Group: $.71 \pm .05$

(2) Experimental Group: $.58 \pm .06$

b. The coefficient of correlation between the Intelligence Quotients and the average number of points earned by each pupil.

(1) Control Group: $.27 \pm .09$

(2) Experimental Group: $.41 \pm .08$

- c. The coefficient of correlation between the history scores in the final standard test (Gregory's, given May 19, 1930), and the average number of points earned by each pupil during the year.

(1) Control Group: $.51 \pm .07$

(2) Experimental Group: $.26 \pm .09$

- d. The coefficient of correlation between the Intelligence Quotients and the history scores in the final standard test (Gregory's).

(1) Control Group: $.74 \pm .04$

(2) Experimental Group: $.71 \pm .05$

5. The standard deviations in the achievements of the two groups are significant.

- a. In the number of points earned on each Unit by each pupil, the standard deviations are much lower for the Experimental Group than for the Control Group. (See Mean Achievement Table I, page 27, and Tables III and IV, pages 29-30. The same is true for the standard deviations of the Efficiency Quotients of each pupil, Unit by Unit. (See Mean Achievement Table II, page 37 and Tables V and VI, pages 39-40.

- b. These facts indicate that the achievements of the members of the Experimental Group were grouped more closely around the central tendency, or mean. This

indication coupled with the fact that in each Unit the mean performance of the Experimental Group exceeded that of the Control Group by about 10% (See Summary Table II, page 62 suggests not only that the progress of the brighter pupils was not interfered with, but also that the achievement of the slower pupils was raised to a higher level.

- c. Furthermore, when we consider that the standard deviations in the mental abilities of the pupils of the two groups are practically the same (See Mean Ability Table I, page 18 and Tables I and II, pages 20-21 the pronounced lower deviations in achievement results for the Experimental Group become more significant.

CHAPTER VII

CONCLUSIONS

As a result of this investigation, the author draws the following conclusions, with reference to the groups involved:

- First - That the Unit Method of Procedure in teaching American History in a senior high school is more efficient than the traditional class recitation method, at least for groups of the type involved in this study.
- Second* - That the Unit Method apparently leads to more desirable reading habits on the part of the pupils. They read more books, and a wider range of books.
- Third - That the Unit Method probably furnishes better opportunities for the development of initiative and self-direction on the part of pupils. The pupil has a better opportunity to become a student.
- Fourth - That the Unit Method leads to better assimilation of historical material and to increased interest in the subject.
- Fifth - That the Unit Method affords more than usual opportunities for the cultivation of friendly relations between the pupils and the teacher.
- Sixth - That the Unit Method affords a better opportunity for supervised study.

*Conclusions II through XII are largely the result of close observation and judgment on the part of the instructor. For the most part subjective judgment, but in many instances based upon objective evidence.

Seventh - That the Unit Method leads to a better understanding as a whole of the larger movements of human history which go far toward explaining the world in which we live today. The pupil is led to learn History, rather than lessons.

Eighth - That the Unit Method is more in keeping with modern educational thought, because it leads to greater mental activity on the part of the pupils.

other

On the other hand, / conclusions must also be drawn:

Ninth - That, without constant vigilance and extreme care, the Unit Method may lead, on the other hand, to much wasted energy, and on the other, to the formation of habits of laziness on the part of the pupils.

Tenth - That to have even as good results by the Unit Method as by the class recitation method, the teacher must make careful and painstaking preparation, and be willing to perform an unusual amount of hard work.

Eleventh- That the following conditions are absolutely essential in order to have success with the Unit Method:

1. The pupils must have in their hands for daily use, directive study sheets containing carefully prepared directions covering at least a Unit of work, or a manual or syllabus covering the whole year's work.

2. The teacher must be in a position to spend the class period in individual or group conferences with pupils. In other words, the teacher must find time to do individual teaching instead of class teaching.
3. The teacher must have a carefully worked out plan of testing procedure. Without the daily check-up afforded by the recitation, many pupils will be tempted to be careless about their work, or to spend their time in reading historical material they find most interesting. They must be made to understand that they will be held responsible for the learning of certain essential facts; and to do this, frequent testing over the essentials of each Unit is necessary.

Twelfth - The author does not hesitate to recommend the general use of the Unit Method in teaching history under the conditions mentioned above. In his opinion, its merits are capable of quite general application.

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A P P E N D I C E S

A P P E N D I X "A"

SYLLABUS

A SYLLABUS

FOR PUPILS IN AMERICAN HISTORY

Prepared By

G. B. Buster
Social Science Department
Sumner High School
Kansas City, Kansas

Dedication

To The Pupils In American History
This Volume Is Respectfully Dedicated
By The Author

Name _____

Address _____

Hour _____

PREFACE

This syllabus was prepared to facilitate thoroughness in the work of pupils in American History in the senior high school. Experience has taught the author that one of the chief obstacles to thoroughness in history teaching is lack of definiteness in the assignment. Very frequently the pupil starts his work with only a vague notion of what he is expected to do. Naturally the results are often unsatisfactory, both to the pupil and to the teacher. With this syllabus, no pupil can fail to understand exactly what is expected of him in the way of performance. Not only is there definiteness in the general scheme, but every step is expressed in the form of a specific question or problem, which should be a challenge to every pupil.

Another obstacle to thoroughness is lack of organization of the subject-matter learned. Many facts are learned by the pupil, but they are often more or less detached and unrelated in the pupil's mind. In this course the author has attempted to organize the main facts of American History around eight central ideas, called Units. In this way, the problem of organization is simplified. Moreover, each Unit is made to lead directly into the next, thus unifying the whole course.

Another obstacle to thoroughness is "class" teaching. Assignments are made to fit the "average" pupil; consequently, many pupils are carried over work too rapidly for assimilation, and others are forced to "mark time" and are never encouraged to work up to their full capacity. The system outlined here aims to take care of individual differences by providing three levels of work: one for the slower pupils, one for the "average", and one for the more rapidly moving pupils. By this method, each pupil is encouraged to work up to his ability, and no one is forced to hurry over work and leave it half-learned.

There are some special features, such as: a general survey over the whole course, given at the beginning; a pre-view or preliminary survey of each Unit; rules on how to study history; a daily reading report plan; a book report plan; and a statement of the requirements for each grade. Each of these features is designed to help the pupil directly in attacking the problem of learning.

If this syllabus makes it possible for the pupil to do more efficient and satisfying work, it will accomplish in some measure what is intended. It is not a panacea for hard work. It aims simply to be a means of increasing the efficiency of the pupil as a worker.

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A GENERAL SURVEY OF THE COURSE IN AMERICAN HISTORY

Ours is a great nation. It is great because of its high standards of achievement along all lines--social, economic, political and spiritual. As you look about you today, you cannot help seeing abundant evidences of our great democratic educational institutions, our beneficent religious organizations, our vast systems of transportation and communication, our many comforts and conveniences, our busy factories and mills, our bustling cities and quiet country-sides. Not so apparent, and yet none the less real, are also to be found our great systems of government--National, State and Local, and the deep spiritual significance of American life, which finds its highest expression in service, philanthropy and practical idealism.

You are conscious of the existence of these great achievements, because, like the air you breathe, they are all about you. You are the heirs of all these great things. You have inherited them ready-made from the past. But I wonder, boys and girls, if you appreciate fully this inheritance. I wonder if you do not take these things for granted very much as you take the air and the sunlight. Do you realize that these blessings have not always existed? Do you know that they have come only through the fore-sight, the fortitude, the wisdom, the sacrifices and sufferings of others, and that they can be preserved in no other way? Perhaps you do, but the chances are that you do not appreciate fully their deep significance and your relationship to them.

These observations lead us to the chief underlying purposes of this course in American History. They may be stated briefly as follows:

- (1) To give you an opportunity to learn how our country, as we see it today, with its institution, its traditions, its opportunities and its prestige, has come to be what it is;
- (2) To surround you with books from which you may gather and assimilate important facts to be used in understanding and interpreting American life today, as it is expressed in books, magazines, newspapers, pictures, etc.
- (3) After you have gained knowledge of the origin and development of your American heritage, and you are able to interpret American life of today, we hope you will be inspired to help preserve all those institutions, customs and ideals that experience and wisdom have shown to be worthy of preservation.
- (4) If America is to keep in the vanguard of progress, she must from time to time modify her institutions; but such modifications, if wise, must

be made according to the light of experience based upon a knowledge of her history. We hope that the body of knowledge you will appropriate in this course, and the training you will receive, will help you to develop a sound attitude toward all those problems touching America's future which you as a citizen will be called upon to help solve.

To know how America came to be what she is today, we must observe and master certain definite steps. These steps may be listed as follows:

- (1) The Discovery
- (2) The Settlement
- (3) The Gaining of Independence
- (4) The Establishment of a National Government
- (5) The Expansion Westward
- (6) Disunion and Reunion
- (7) Our Industrial Life Today
- (8) America's Present Place Among the Nations of the World

The above steps are the milestones, so to speak, along the road you will travel in pursuing this course. In order to make your journey more pleasant and your pursuit of knowledge more effective, I have grouped the course around eight definite Units as follows:

- Unit I. How the New World Was Discovered and Explored by the Old (1450-1600)
- Unit II. How the New World Was Peopled from the Old (1600-1763)
- Unit III. How the New World Broke Away from the Old (1760-1823)
- Unit IV. How Our Nation Was Established (1783-1801)
- Unit V. How Our Nation Conquered the Wilderness (1801-1861)
- Unit VI. How Our Nation Became Divided and Was Re-united (1787-1877)
- Unit VII. American Life Becomes Industrialized (1877-1898)
- Unit VIII. America Becomes a World Power (1898 to the Present)

Each of these Units deals with an integral part of the great structure we know as America today. And each has a definite, important part to play in the building up of your body of knowledge of American History. The part each is to play may be briefly characterized as follows:

UNIT I tells how hardy seamen from Europe in the fifteenth and sixteenth centuries discovered and explored the New World.

UNIT II tells how in the sixteenth and seventeenth centuries people from the leading nations of Europe, seeking wealth, homes or adventure, came to this Promised

Land and built their homes.

UNIT III tells how in the eighteenth and nineteenth centuries the descendants of these people, desiring freedom, threw off the yoke of their mother-countries and became independent.

UNIT IV. With independence came the necessity for an independent government. This Unit tells how the young American States drew up a Constitution and established an orderly government of their own.

UNIT V deals with the westward movement of the American people. As the people multiplied in number they sought new homes in lands to the west. As a result the wilderness was conquered, and the United States expanded from the Atlantic sea-board westward to the Pacific. This movement occupied most of the nineteenth century.

UNIT VI. Contemporary with our national development there grew up in the southern section of our country the institution of slavery. As the people moved westward into the new lands, serious conflict arose between those who favored slavery and those who opposed it. This conflict finally resulted in the division of the nation and the Civil War. The war put an end to slavery, and the nation was reunited.

UNIT VII deals with a very important phase of American life today--the economic. The Industrial Revolution, the growth and power of "big business", the problems of capital and labor, and their tremendous effects upon American life and character, are some of the outstanding facts of this Unit.

UNIT VIII treats of America's relations with the other nations of the world during the last thirty years. In this Unit we see the young nation grown to full manhood, taking a dominant place among the nations of the world. The outstanding movements which contribute to this world-status are the Spanish-American War and the World War.

Thus the cycle of history, so far as it relates to America is made complete. The Old World discovers, explores and founds the New. When the New discerns the selfish motives of the Old and feels its own growing strength, it breaks away and establishes a separate existence. For almost a century the New remains comparatively aloof from the Old, using its energies in self-development. Finally through the logic of events the New World abandons its policy of isolation, enters with caution into the family of nations, and shakes hands with the Old World across the seas.

THE MECHANICS OF EACH UNIT

Each Unit consists of the following seven parts:

- A. The Pre-View
- B. Problems and Projects
- C. Men for the Biographical Table
- D. Dates for the Chronological Table
- E. Illustrative Material, Maps, Charts, etc.
- F. List of Reference Readings
- G. List of Historical Fiction

The Pre-View consists of a brief bird's eye view of the Unit as a whole, and is given by the teacher. The purpose of the Pre-View is to make it easier for you to attack effectively the work of the Unit.

The Problems and Projects are a series of questions and topics, the answers to which are to be worked out, learned and written down.

Men for the Biographical Table consists of a list of men who contributed most to the period under discussion. Important contributions of each are to be learned and written down.

Dates for the Chronological Table consists of a list of important dates, the events of which are to be learned and written down.

Illustrative Material, Maps, Charts, etc. Nothing is more important in the study of History than the proper use of visual aids. Maps will be drawn, charts and drawings made, and pictures and other illustrative material will be brought into class for use.

The Reference List contains the names of some of the best books on the Unit under discussion. The lists are not meant to be exhaustive. They are mainly suggestive. You may make substitutions if you wish. You are advised to keep at least one reference book from the public library on hand all the time. Every pupil is required to do some outside reading each week.

The Fiction List. A judicious reading of well-selected books of historical fiction will yield splendid returns. The list is suggestive. Substitutions may be made with the approval of the teacher.

THE METHOD OF PROCEDURE

Each pupil will carefully read and study the Pre-View before attempting any other work on the Unit. After having mastered the Pre-View, each will begin his study of the next step--the Problems and Projects. These are divided into three parts, under the titles Group I, Group II, and Group III. This arrangement is made to provide for individual differences. Group I is to be worked out by all the pupils; Groups I and II, by those who wish to make a higher grade; Groups I, II, and III, by those seeking the highest grade.

HOW YOUR RANK WILL BE DETERMINED

1. Minimum Essentials (Entitling one to a grade of 4)
 - (a) The Problems and Projects; Group I
 - (b) The Men for the Biographical Table
 - (c) The Dates for the Chronological Table
 - (d) Maps, Charts, etc.
 - (e) Well-kept Notes
 - (f) Reference Reading (exclusive of text): 25 pages per week
 - (g) Quality of Work: Good

2. Requirements for a Grade of 3 or 2
 - (a) The Problems and Projects: Groups I and II
 - (b) The Men for the Biographical Table
 - (c) The Dates for the Chronological Table
 - (d) Maps, Charts, etc.
 - (e) Well-kept Notes
 - (f) Reference Reading (exclusive of text): 30 pages per week
 - (g) Quality of work will determine the grade.

3. Requirements for a Grade of 2 or 1
 - (a) Problems and projects: Groups I, II and III
 - (b) The Men for the Biographical Table
 - (c) The Dates for the Chronological Table
 - (d) Maps, Charts, etc.
 - (e) Well-kept Notes
 - (f) Reference Reading (exclusive of text): 40 pages per week
 - (g) Quality of work will determine the grade.

A TERM PAPER

If a pupil becomes interested in some project listed under Group III while pursuing the work of any Unit, he may concentrate his reference reading on that subject. In such case, he may work out a Term Paper under the guidance of the teacher. This paper will be accepted in lieu of the reports required under Group III.

In determining your rank, both quality and quantity of your work will be considered. Therefore, the grade you make will be in proportion to the amount of effort you put forth. You should strive to meet the requirements for the highest grade of which you are capable.

HOW TO STUDY HISTORY

"The habits of study formed in school are of greater importance than the subjects mastered. The following suggestions, if carefully followed, will help you make your mind an efficient tool. Your daily aim should be to learn your lesson in less time, or to learn it better in the same time."

Many pupils do not achieve satisfactory results from their efforts because they do not know how to study. In fact, many do not know what studying is. Studying means much more than simply reading an assignment over a few times. Studying is a purposeful activity, in which the highest reaches of the mind are consciously called into play. Watch the trained athlete in the game. Every muscle, every nerve is attuned to the accomplishment of one objective. So is the mind, when actively engaged as in studying. It compares, accepts, rejects, appropriates. There is as much difference between studying and simply reading as there is between going somewhere and simply strolling. Do not "stroll" when you study your lesson. Be sure you know what your goal is, then Go.

Some Simple Rules To Observe In Studying

1. If at home, seek a quiet place where you will not be disturbed by conversation, the door-bell, the telephone or the radio. If at school, build a wall around yourself, so to speak, and allow no distractions to enter your consciousness. In case you are unable to have a quiet place in which to study, train your mind to concentrate on what you are doing, despite distractions. Such training is a valuable part of your education.
2. "Make out a definite daily program, arranging for a definite time for each study. You will thus form the habit of concentrating your thoughts on the subject at that time."
3. Have your assignment, your books, and other necessary materials at hand.
4. "Learn to use your text-book, as it will help you to use other books. Therefore understand the purpose of such devices as index, appendix, footnotes, maps, illustrations, etc., and use them freely."
5. "Do not lose time getting ready for study. Sit down and begin to work at once. Concentrate on your work, i. e., put your mind on it and let nothing disturb you. Have the will to learn."
6. For the first time, read the assigned pages rapidly, simply to get a general idea of the subject-matter. Then read it again, this time more slowly and carefully, thinking as you read. Then read it again with a view to answering definitely the particular problem in mind. If neces-

sary, read it again and again. After you have learned the answer to the question, then write it down. Do not copy anything from a book. Study your reading material until you have made it a part of yourself, then write it down for future reviews.

7. "Do individual study. Learn to form your own judgments, to work your own problems. Individual study is honest study."
8. "Take an interest in the subject. Talk to your parents about your school work. Discuss with them points that interest you."
9. Look up the meaning of all words and phrases that are not entirely clear to you; then put the meaning to use.
10. Locate on maps all geographical allusions. Geography is one of the important "eyes" of history. Chronology is the other. Use both "eyes", for every event takes place some where and at some time.
11. Read all cross-references and footnotes.
12. Visualize what you read, by imagining you see it taking place.
13. "Review your lessons frequently. If there were points you did not fully understand, the review will help you to master them."
14. "Prepare each lesson every day. The habit of meeting each requirement punctually is of extreme importance."
15. You cannot learn a thing too well. Over-learning is a practice that will pay large dividends in the bank of knowledge.
16. Whatever you do, do to the very best of your ability. It is better to know a few things perfectly than to have only a vague knowledge of many things.

(The rules above enclosed in quotation marks are taken from "Study Helps" used by the University of Chicago High School)

Questions On "How To Study"

1. What do we mean by "study"?
2. Why is a knowledge of how to study so important?
3. What should your daily aim be in regard to your lessons?
4. What is the mind doing when we study?
5. What are the best physical conditions for study?
6. Give several important rules on how to study.
7. What is meant by "over-learning"?

GOALS OF ACHIEVEMENT TO BE ATTAINED IN THIS COURSE

1. To promote good citizenship
2. To master the essential facts of American History
3. To learn to interpret the present conditions in America through a knowledge of the past
4. To promote broadmindedness
5. To increase one's appreciation of American institutions
6. To develop a critical judgment so as to distinguish between fact and propaganda
7. To bring inspiration through knowledge of noble deeds
8. To give training in the use of books
9. To develop ability in correct speech
10. To inspire one with a love of reading

HOW TO MAKE REPORTS ON OUTSIDE READINGS

1. Daily Reading Reports

Written reports on daily readings should be turned in daily at the close of the period, on paper four inches by six inches in size, and should be in the following form:

Name

Date

References Read:

Author : Title : Pages : Total Pages :

Subject

Important Notes

II. Book Reports

Written book reports must be turned in in ink on paper of a size to fit this syllabus, and should be in the following form:

Name

Date

Author : Title : Total Pages

The Setting

The Theme

The Chief Characters

The Chief Historical Incidents, and Why

Did You Like The Book? Why?

Would You Advise Others To Read It? Why?

III. Reports On Projects And Term Papers

Reports such as these must be turned in in ink on paper of a size to fit this syllabus. They may be in descriptive form, or in information outline form.

IV. Reports May Also Be Made Orally.

SPECIFIC OBJECTIVES

1. A general knowledge of American History, shown by a summarized discussion of each of the eight Units into which the course is divided.
2. Definite knowledge of the contribution of each of the following to American History:
 Toscanelli, Columbus, John Cabot, John Winthrop, Roger Williams, William Penn, William Pitt, George Washington, La Salle, Franklin, Samuel Adams, Patrick Henry, Thomas Paine, Thomas Jefferson, Lafayette, Robert Morris, Crispus Attucks, Peter Salem, Pedro Nino, Estevanecito, Toussaint L'Ouverture, George III, Bolivar, Miranda, Hamilton, Madison, Benjamin Banneker, Whitney, Fulton, McCormick, Jethro Wood, Elias Howe, Hoe, Morse, Peter Cooper, Dr. Crawford Long, Andrew Jackson, Clay, Webster, Calhoun, Whittier, Garrison, Stow, Sumner, Lincoln, Frederick Douglass, Nat Turner, Harriett, Tubman, John Brown, Dred Scott, Grant, Lee, Gompers, Roosevelt, Woodrow Wilson, Herbert Hoover, Pershing, Edison, Horace Mann, Dr. Eliot, Dr. Washington, Dr. Du Bois, Frances E. Willard, Susan B. Anthony, Carnegie Rockefeller, Herbert Hoover, Charles Evans Hughes, Needham Roberts.
3. Definite knowledge of the events of the following dates and their significance in American History:
 1453, 1492, 1497, 1513, 1565, 1588, 1607, 1619, 1620, 1634, 1647, 1649, 1651, 1689, 1713, 1763, 1774, 1775, 1777, 1778, 1783, 1787, 1789, 1803, 1807, 1823, 1831, 1846, 1852, 1854, 1857, 1858, 1860, 1861, 1862, 1863, 1865, 1868, 1870, 1881, 1890, 1898, 1914, 1917, 1919, 1844, 1876, 1879, 1921, 1927,
4. Ten maps will be drawn.
5. Ten pieces of other types of illustrative material will be made.
6. Reference Readings: Two books, or their equivalent, will be read and reported on. Many pupils will read more.
7. Historical Fiction: Two books read and reported on. Many pupils will read more.
8. A well-kept notebook, entitled "My American History".
9. In addition to the above objectives, many pupils will have the following:
 - (a) About 125 Special Problems
 - (b) About 35 Projects
 - (c) A knowledge of the following subjects:
 - (1) Negro Slavery: Its Origin, Development, and Abolition
 - (2) The Tariff Question in America
 - (3) Political Parties in America, their Origin and Development
 - (4) American Inventions
 - (5) Transportation in America
 - (6) Prohibition in America, its Origin and Development.

UNIT I. HOW THE NEW WORLD WAS DISCOVERED AND EXPLORED
BY THE OLD (1450-1600) (10 class periods)

AIM: To get a bird's-eye view of Europe in the fifteenth century, and to see how the discovery of America was accomplished.

A. THE PRE-VIEW

Behind him lay the gray Azores,
 Behind the Gates of Hercules;
 Before him not the ghost of shores;
 Before him only shoreless seas.
 Joaquin Miller in "Columbus".

The fore-going lines portray the spirit of Columbus, and the nature of his exploit. Beginning his life on the sea as early as 1474, when the idea bore fruit in the discovery of the New World. These eighteen years of struggle and disappointment had finally led to the greatest triumph of the ages--the discovery of new lands in the West, more than four times greater in area than all Europe.

What led this Lindbergh of the fifteenth century to brave the dangers of the Atlantic, and follow the path of the setting sun? What were the motive forces that prepared the way for this epoch-making event? First, the Renaissance. This great intellectual awakening sowed the seed which produced an abundant harvest in the discovery of new lands in un-dreamed parts of the world. Following the break-up of the Roman Empire in the fifth century, the torch of civilization had passed into the unsteady hands of the barbarous German tribes of northern and western Europe. As a result, the Literature, Art, Science, and Philosophy of the Ancients were buried beneath a debris of ignorance and savagery. For centuries the Dark Ages hung like a pall over Europe. But it was not altogether dark, for here and there lights twinkled in the gloom, and by the eleventh century there were definite signs of a new day dawning. Men began to take an interest in the ancient classics, and learned what the most advanced ideas were when civilization was at its height under Greece and Rome. They began to think for themselves. They brought forward all those traditions, ideas, and notions that for centuries had passed for Truth, and scrutinized them. Thus, the notions that the earth was flat, that the western (Atlantic) ocean led to the mouth of Hell, that, after Aristotle, there was nothing new to be learned, and that the Pope was infallible, were all challenged and cast aside as superstitions or false theories. Men once more became creative thinkers. As a result, the astrolabe, the compass, gunpowder, the printing press and cheap paper were invented and brought into general use. The printing press and cheap paper made possible the dissemination of the new knowledge among the people. Men's minds were quick to grasp these new ideas, and under the spell of enlightenment the world moved forward by leaps and bounds. This general awakening we call the Renaissance.

he nurtured the idea of reaching the East by sailing west, till 1492,

It was into this world that Columbus was born. He felt the impulse as few others did. He had the courage and fortitude that none other possessed. He applied the new inventions and the new knowledge to the solution of a practical problem, and the great achievement was the result.

What was the "practical problem"? It was a problem economic in nature--the problem of trade. This is the second motive force. Even Columbus, with all his courage, could not single-handed in the fifteenth century have accomplished this great feat. There had to be a stimulus in the form of an imperative need. This need expressed itself in the form of a strong desire for the products of the East. Beginning in the eleventh century, contemporaneously with the beginning of the Renaissance and contributing to its growth, there was a movement from Europe into Asia known as the Crusades. The Crusades were military expeditions from the Christian nations of Europe, whose avowed purpose was to wrest the Holy Land from the Infidel Turks. They failed in their primary purpose, but these expeditions, covering a period of more than two centuries had far-reaching effects upon the life of Europe. Europe was just beginning to emerge from the Dark Ages, and possessed none of the comforts, conveniences and luxuries so common in the East. The Crusaders on their return brought back spices, gems, rugs, rare fruits, weapons, and the like, to be wondering eyes of the West. By the fifteenth century, these luxuries of the eleventh, twelfth, and thirteenth centuries had become necessities to the people of the West, and they must be obtained at any cost.

At the same time there was a counter movement which made it increasingly difficult for Europeans to secure these much desired products from the East. The brutal Ottoman Turks, still in the possession of the Holy Land, were gradually extending their power over all western Asia. The climax came in 1453, when they reached across the Bosphorus into Europe and took possession of the Christian city of Constantinople. These acts practically closed all the trade routes between Europe in the West and Persia, India and China in the East. With such a formidable foe as the Turks barring the way to commerce in that direction, it was necessary to find a new route to the East. Two were being considered: one, south from Europe around Africa, then east across the Indian Ocean; the other, directly west across the Atlantic. The Portuguese were the first in the race, and chose the route around Africa. They began in 1418, but it was near the close of the fifteenth century before their efforts were crowned with success. Then came Columbus. After many years of discouragement, he finally convinced the Spanish monarchs that he could discover a shorter way to the riches of the East than their hated rivals, the Portuguese, had found. He chose the westward route across the Atlantic, relying upon his belief in the rotundity of the earth and the false notion that the ocean which washes Europe on the west is the same ocean that washes Asia on the East. He never reached India or China, but he did discover a New World which lay across his pathway.

For many years the lands which Columbus had discovered

were thought to be islands off the coast of India. When it finally dawned upon Europe that a New World had been discovered, daring sailors sought to discover and explore every part of the two vast continents which lay three thousand miles to the west. Thus came the gold-hunters of Spain, the fishermen of France, and the buccaneers of England, each seeking wealth in the "new-found land". Selfishness and greed naturally led to rivalries and conflicts among the nations interested. Spain claimed the whole of North America because of the discovery by Columbus and the Bull of Demarcation; England claimed it because of Cabot's discovery; and France claimed it because of the voyage of Verrazano. The first important clash was between the Spanish and the French in Florida. This resulted in the French being driven out, and the founding of St. Augustine, 1565, by the Spanish. This victory was important, because it led the French to confine their colonizing efforts to the St. Lawrence and Great Lakes region and the Mississippi valley, and left the Atlantic seaboard from Florida to Maine unoccupied. But the most eventful struggle was the clash between Spain and England, with the right to dominate in America as the prize. Cortez, Pizarro, and other gold-hunters from Spain had filled the Spanish coffers with gold through their exploitation of the Indians and the rich gold mines in America. By the middle of the sixteenth century, Spain had become the most powerful nation of Europe. Her galleons swept the seas, and all peoples were forced to acknowledge the greatness of this new sea-power. Another power was now beginning to rise. England since the time of Henry VIII, had been gradually building up a navy. And now she looked with jealous, covetous eyes at the great wealth and power being gathered in from the American dominions by Spain, her hated rival to the south. Drake, Hawkins, and other English free-booters were doing their best to enrich England at the expense of Spain by robbing Spanish ships of their gold and other treasures. These losses became so great that Spain decided to put an end to such piracies. In 1588 she fitted out the Invincible Armada, the greatest fleet she had even put to sea, and sterred it north against England. The English ships met the Armada in the English Channel and put it to flight, only a few of the vessels being able to return to Spain.

The defeat of the Spanish Armada by the English was a very important event in history, for it marked the decline of Spain as a world power and the rise of England as mistress of the sea. It also marked England's second step in preparation for the vast colonial empire which is hers today.

Thus Columbus, the dreamer of Genoa, opened up the way for the occupation and use of two continents, aggregating over 16,000,000 square miles of territory--more than trebling the area of the world known to Europeans. As we leave this Unit, we see England emerging to dispute with Spain her supremacy in the New World. You will learn this story more in detail as you gather your material for this Unit--How The New World Was Discovered And Explored By The Old.

Questions Based On The Pre-View

1. State the aim of this Unit.
2. Give meaning of the Crusades.
3. Give meaning of the Renaissance.
4. Explain how each of the following contributed to the Great Discovery:
 - (a) The Renaissance
 - (b) The Crusades
 - (c) Desire for the products of the East
 - (d) The fall of Constantinople
 - (e) Columbus
5. Why is the defeat of the Invincible Armada considered one of the decisive battles of the world?

B. PROBLEMS AND PROJECTS

Group I. General Problems

Problem I. The Old World In The Fifteenth Century (1-8)

- I. The nations and their government
 1. Name, describe, and locate the leading nations.
 2. What was the prevailing government?
- II. Social conditions
 1. Name and distinguish the three social classes.
 2. Name the prevailing Church, and state its influence.
 3. How extensive was education?
- III. Industrial and commercial conditions
 1. Describe the population at this time.
 2. Describe the chief industries.
 3. Describe the means of communication.
- IV. The Renaissance
 1. Give origin and meaning of the Renaissance.
 2. Name five inventions, and state their importance.
 3. What interest was manifested in geography?
 4. How ere these events related to the exploits of Columbus?

Problem 2. The Great Discovery (9-21)

- I. Contributing causes
 1. Describe trade and trade routes between Europe and the East.
 2. How were the Ottoman Turks a contributing cause?
 3. How did the Portuguese contribute to the discovery?
- II. Columbus, Cabot, Vespuccius
 1. Briefly describe the discovery by Columbus: its importance.
 2. Briefly describe Cabots discovery; its importance.
 3. Tell how America was named.

- III. The clash between England and Spain
1. What territory in America did Spain possess in 1565?
 2. What did England claim?
 3. Describe the feeling between England and Spain.
 4. Describe and state importance of the defeat of the Armada.
 5. How related to English colonization in America?
- IV. Briefly show how the two major parts of Group I contribute to the Unit as a whole.

Group II. Special Problems

1. What was the great significance of the Renaissance?
2. How did Aristotle contribute to the work of Columbus?
3. In what ways was the work of Marco Polo and of Toscanelli of value to Columbus?
4. How was the work of the Portuguese of value to Columbus?
5. How did the age in which Columbus lived contribute to his life and work?
6. What two events during this period opened the way for England's great empire today?
7. Show how the discovery by Columbus was one of the greatest events in the history of the world.
8. Why was the discovery by Columbus of greater importance than that made by Leif Ericson five centuries earlier?
9. What part did the Italians play in the discovery of America? How do you account for this?
10. How did the Negro contribute to the discovery of America?
11. In what way was the defeat of the Spanish Armada related to American History?

Group III. Projects (Choose five)

1. The travels of Marco Polo
2. The Renaissance
3. The Travels of Sir John Mandeville
4. Venice and Genoa as centers of trade in the Middle Ages
5. Queen Elizabeth and her Age
6. The defeat of the Armada
7. The Ottoman Turks and their influence on the discovery of America
8. Prince Henry the Navigator
9. Columbus's own account of his discovery
10. Magellan's voyage
11. The Crusades and their influence
12. English seamen
13. Drake's voyage around the world
14. Sir Walter Raleigh's efforts to colonize in America.

C. MEN FOR THE BIOGRAPHICAL TABLE

Marco Polo, Prince Henry, Columbus, John Cabot, Toscanelli,

Waldseemuller, Raleigh, Aristotle

D. DATES FOR THE CHRONOLOGICAL TABLE

1453, 1455, 1492, 1493, 1497, 1513, 1565, 1588

E. ILLUSTRATIVE MATERIAL

1. Make a synchronistic chart, covering world history from 1450 to 1600.
2. Make a diagram to illustrate the revival of Europe from the effects of the Dark Ages.
3. Draw a map to illustrate the chief voyage of Columbus, Cabot, Vespucci, Magellan, and Drake. (See outline map)

F. LIST OF REFERENCE READINGS

1. Forman, Advanced American History, 1-23
2. Cheyney, European Background of American History, 3-103
3. Fiske, Discovery of America, Vol. I: Vol. II.
4. Fisher, Colonial Era, 12-29
5. Muzzey, American History, 3-13
6. Brawley, Social History of the American Negro, 1-20
7. Coman, Industrial History of the United States, 1-7
8. James and Sanford, American History, 1-35
9. James, Readings in American History, 1-36
10. Halsey, Great Epochs in American History, Vol. I, 3-178; Vol. II, 3-37
11. Hart, American History Told by Contemporaries, Vol. I, 28-101
12. The Travels of Marco Polo, the Venetian
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16. Elson, History of the United States, 1-44
17. Green, Short History of the English People
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20. Adams, Civilization during the Middle Ages

G. LIST OF HISTORICAL FICTION

1. Stables, Westward with Columbus
2. Sublette, The Scarlet Cockerel
3. Henty, Under Drake's Flag
4. Johnson, Mary, 1492
5. Johnson, Mary, Sir Mortimer: Croatan
6. Kingsley, Westward Ho!
7. Johnston, C. H. L., Our Little Viking Cousins of Long Ago

UNIT II. HOW THE NEW WORLD WAS PEOPLED FROM THE OLD (1600-1763) (20 class periods)

AIM: To show how America was peopled from the leading nations of Europe, and how England emerged victorious in the struggle for supremacy in America.

A. THE PRE-VIEW

Behold! they come, those sainted forms,
Unshaken through the strife of storms;
Heaven's winter cloud hangs coldly down,
And earth puts on its rudest frown;
But colder, ruder was the hand
That drove them from their own fair land.
Sprague in "The Fathers of New England".

The migration of Europeans to the New World constitutes the most gigantic movement of the human race known to history. It may be called the second great westward migration of the Teutonic peoples, the first being the movement of their very remote ancestors from Asia into Europe centuries before recorded history began. This modern movement began when, in 1492, Columbus making his memorable voyage westward, transformed the Atlantic ocean from a barrier into a passage-way, and altered the destiny of Man. From that hour for more than four centuries, an incessant tide of Europeans has plowed across the Atlantic from Britain and the Continent. Beginning with a few hundreds at first, the numbers increased to thousands, then to hundreds of thousands, until in the early years of the present century the tide had swelled into a flood of more than a million souls a year.

What were the fundamental reasons for this great movement? Two factors stand out: first, the intrinsic natural wealth which was made available to the world by the discovery of America; and second, the need for expansion which Europe has felt since about 1500.

The natural wealth of America can hardly be over-estimated. Columbus died in 1506 sadly disappointed, because he had not discovered a way to the riches of the East. He still believed India and China were right at hand, but four voyages had failed to reveal them. The keen disappointment of Columbus, however, was surpassed by that of the Spanish, who up to that time had failed to realize any commercial advantages from his expeditions. Sailors from Portugal, Spain's great rival, had sailed into the harbors of India by way of the Cape of Good Hope and the Indian ocean. They had found the riches of the East by an all-sea route; while Columbus, it was said, had found only a swampy grave-yard for Spanish sailors. In their wrath, the people called him "the admiral of mosquito land", and he came to believe that their jeers and sneers were perhaps merited. In time,

however, fate was kinder to Columbus, for it revealed to astonished Europe that a New World had been discovered; that this New World was richer by far than all the wealth of the East, and that his discovery was the most outstanding achievement of history.

Let us take a look at these lands. Think of more than 16,000,000 square miles of additional territory being gradually revealed for the use of the world's increasing population! Think of the increased opportunities afforded the human race by thus trebling the known land area of the globe! Traveling from north to south, a distance of 10,000 miles, across the vast sweep of these two continents, we come to every type of climate known to Man. This fact insures the greatest variety of food products for Man's use. America also enjoys the unique distinction of being the only continents washed by two great oceans--the Atlantic on the east and the Pacific on the west. In this vast territory--three thousand miles across from east to west--there are millions of square miles of rich farm and grazing lands; vast areas of coal, iron, gold, silver, lead, gas, oil and other natural products. There are also immense forest lands, and abundant fish, game and fur-bearing animals. It is said that the Mississippi Valley alone is able to support 200,000,000 people. Yes, Columbus had wrought better than he knew; for the wealth he had uncovered was greater far than the fabled wealth of Golconda, and even the "riches of Ind" were insignificant by comparison.

It was fortunate for Europe that such a land as America had been discovered, for adventurous Europeans since the Renaissance had felt the stirring desire for expansion. They had looked hungrily to the east into Asia, but the frozen steppes of Siberia, the Mangol hordes of Central Asia, and the Ottoman Turks barred their way. They had looked to the south, but Islam stretching across northern Africa forbade their expansion in that direction. There seemed to be just one way out, and that was toward the west. America was discovered. Now they cast wistful eyes across 3,000 miles of water toward the rich lands of the western hemisphere.

And why should they not come? Did not Europe and America, geographically speaking, face each other? Did not the Atlantic sea-board, with its numerous harbors, constantly invite the Europeans? Did not the broad coastal plain and the many rivers leading to the interior serve as an open doorway into the very heart of the continents? It is hard to conjecture what the results might have been had the geographical situation been reversed, and America had had her back to Europe. When they came in the fifteenth century, they found only a few hundred thousand Indians, for the most part in a state of barbarism. These the Europeans first dominated and subdued; then they occupied and possessed the land.

What were the motive forces back of this unparalleled

movement of the human race westward? A careful analysis of the situation reveals the causes to be economic, social, religious and political, combined with a spirit of adventure. The consuming desire to gain wealth--whether from mine or from commerce--was the chief motive behind the Spanish, the Portuguese, the French, and the early English settlers in Virginia. A worthy philanthropic spirit to promote social and economic betterment led to a movement which resulted in a large debtor class finding new opportunities in Georgia. But the greatest force back of migration to the New World in the seventeenth century was a desire to escape religious persecution and political tyranny in England in the time of the Stuart kings. The Puritans to New England, the Quakers to the Middle colonies, the Catholics to Maryland, and the Huguenots, the Scotch-Irish and the Walloons to various colonies, are outstanding examples.

Fortunately for the English, the Portuguese confined their settlements to South America, the Spanish to South America and to the southern portion of North America, and the French to the St. Lawrence and Mississippi valley regions. Thus the middle portion of the Atlantic sea-board from Maine to Florida was left open for settlement by the English.

We noted in Unit I. that England's defeat of the Spanish Armada led to English supremacy on the sea, and was an important step toward the foundation of the British Empire of today. Now that England was mistress of the sea, her vessels could carry her people to America unmolested. At last she was in a position to take advantage of the great discovery made by Cabot in 1497, by entering into and possessing the land by colonization. The early efforts to colonize by the English were failures. Not a settlement made prior to 1607 was a success. Raleigh alone spent \$200,000--a huge sum for that day--in vain efforts to plant colonies, all of which proved to be failures. These failures showed conclusively that successful colonization in a new country would not be achieved by individual enterprise.

The successful period of English colonization began in 1606, with the formation of the London and Plymouth Companies. These companies were formed for economic purposes. But greater incentives than promises of profits were needed to induce people to leave comfortable fire-sides in England to brave the dangers and uncertainties of a home among savages in a wilderness three thousand miles across the sea. The necessary incentives, as indicated above, were not lacking. Religious intolerance, political tyranny, and economic oppression were motive forces which kept in motion for more than a century a steady stream of humanity from the Old World to the New, and caused the building up of a "new England" on this side of the Atlantic.

As they came, they bore witness of Old World oppression and to a consuming desire to build their homes where they and their children might enjoy religious, political and economic freedom. Besides their traditional love of Liberty, they brought with them the best there was in English life--the Home, the Church, the School, and an idea of self-government. Thus English civilization was transported to the new lands in the West, and became the foundation stones of America's future greatness.

By 1750 thirteen thriving English colonies had grown up along the Atlantic sea-board from Canada on the north to Florida on the south. Stretching westward in some places to the crest of the Alleghany Mountains, they comprised a population of about 1,300,000 persons spread over an area of nearly a million square miles.

As the English were building a colonial empire along the seacoast, the French were busy occupying the regions of the St. Lawrence, the Great Lakes and the Mississippi Valley. As this territory was claimed by the English because of Cabot's discovery and the colonial characters, it was inevitable that a conflict between England and France should be waged for the continent of North America. By 1750 three wars for supremacy had been fought--King Williams', Queen Anne's, and King George's--resulting in small gains for England in Canada. The fourth, and final war--the French and Indian--was about to begin. The conflict ended in 1763 with England supreme and France driven from the continent. England now had possession of Canada and that part of what is now the United States which lies between the Atlantic Ocean and the Mississippi river. Spain retained her territory west of the Mississippi River, Mexico, Central America, and most of South America.

Thus we see, that after more than two centuries of colonization of the New World by the Old, and three quarters of a century of conflict among the leading nations of Europe for supremacy in America, North America remained in the hands of England and Spain, with England the dominant power. This study you will learn more in detail as you pursue your studies in Unit II.

Questions Based On The Pre-View

1. State the aim of this Unit.
2. State the importance of the movement discussed in this Unit.
3. When did it begin? How long continued?
4. What European nations were interested in the movement?
5. Give two fundamental reasons for the movement.
6. Give several motives back of the movement.
7. Give some idea of the natural wealth of America.
8. What do we mean when we say Europe and America face each other?
9. What event opened the way for English colonization in America?

10. When did successful English colonization begin? Why?
11. What became the basis of American civilization? How?
12. What was the status of English colonization in America in 1750?
13. What nation was supreme in America in 1763?

B. PROBLEMS AND PROJECTS

Group I. General Problems

Problem 3. England In The Seventeenth Century (24-30)

- I. Political, intellectual and religious conditions
 1. What was the nature of the English government?
 2. What intellectual progress was being made?
 3. Tell about the religious controversy, and the rise of the Puritans.
 4. What did the Puritans stand for?
- II. Social and economic conditions
 1. What social and economic progress was made?
 2. Name and explain the three main economic motives for colonization.

Problem 4. How Virginia Was Founded (31-34)

- I. The founding of Jamestown
 1. Describe.
 2. Did the colonists have any self-government?
 3. What peculiar business features existed? What is the system called at present?
- II. The Character of 1609
 1. What two things did the London Company gain by this character?
 2. What did the settlers gain?
 3. What lands did Virginia later claim because of this character?
- III. Give meaning, date, and influence of each of the following: Introduction of tobacco; Indentured servants, Negro slavery, Representative government

Problem 5. How Massachusetts Was Planted (36-45)

- I. The founding of Plymouth
 1. Tell about the Pilgrims, and their founding of Plymouth.
- II. Government of Plymouth
 1. State the four main provisions of the Mayflower compact, and tell why it is important.
 2. How was Plymouth governed?
 3. Compare the government of Plymouth with that of Virginia in 1607; in 1619.

III. The Founding of Massachusetts Bay

1. Tell about the founding of Boston.
2. Describe the Great Migration, giving two important causes and results.

IV. Expansion of Massachusetts

1. Show that Connecticut, Rhode Island and New Hampshire were outgrowths of Massachusetts.
2. What evidences of an independent spirit do we find in early Massachusetts? (43,45)

- V. Give meaning, importance and date of each of the following: The Navigation Laws; Bacon's Rebellion, The Cavalier Exodus, The Toleration Act.

Problem 6. Life In The Colonies In 1700 (57-79)

I. Economic life in the Colonies

1. What did nature contribute toward the economic life?
2. Describe the Indians.
3. Describe the fur trade and the fisheries. State importance.
4. Colonial agriculture
 - a. Name the various occupations of the farmer.
 - b. How was the land obtained? How held?
 - c. Compare farm life in the three sections.
5. Colonial commerce
 - a. Describe the extent and condition of the roads.
 - b. Name the chief exports and imports.
 - c. What was the "middle passage"?
 - d. Where were the ships built?
6. Colonial manufacturing
 - a. What was the status of colonial manufacturing?
 - b. What was the Woolen Act?
 - c. What was the Merchantile Theory, and how did it affect the Colonies?
 - d. Where was most colonial manufacturing performed? Why?
 - e. Discuss colonial mediums of exchange.

II. Social life in the Colonies

1. Religion and the churches
 - a. Compare religion in the three sections.
 - b. Why was New England called a Puritan theocracy?
 - c. Was there religious toleration? Where?

2. Schools and colleges
 - a. Where was education most advanced? Why?
 - b. Where was it most backward? Why?
 - c. Name and give date and location of some of the earliest schools.

III. Political life in the Colonies

1. What was the New England Confederation? State its importance, and give date.
2. Why was there objection to the rule of Andros? How was it ended?
3. Give the chief provisions of the Bill of Rights. State its importance, and give date.
4. Who could vote in 1700?
5. How the Colonies were governed in 1700
 - a. What was the political status of the Colonies?
 - b. What important influence did the charters have?
 - c. Explain the machinery of the government.
 - d. What did the States later copy from the Colonies?
6. How the people were governed
 - a. Contrast local government in the Southern colonies with that in the New England colonies.
 - b. To what extent was there self-government in the Colonies?

Problem 7. How England Became Supreme In The New World (1689-1763)

I. The contestants

1. What was done by Champlain and by La Salle to extend the power of France?
2. Name the three contestants, and locate the territory claimed by each.
3. Name, give date and results of the three wars for supremacy in America prior to 1750.
4. How did England and France differ in their colonial policies? How did this difference affect the coming struggle?

VI.

II. The French and Indian War, 1754-1763.

1. The causes
 - a. What was the underlying cause?
 - b. What was the specific issue?
 - c. What defensive efforts were made by the French?
 - d. What did the English try to do?
2. Describe Franklin's efforts to bring about union of the Colonies. Were they successful? Why?
3. What was William Pitt's policy? Results?
4. Who won the war? What was the decisive battle? Who was the hero?
5. Give terms of the treaty of Paris, 1763.
6. What great poem is based on an incident of this war? Have you read it.

III. Briefly show how the five major parts of Group I. con-

tribute to an understanding of the Unit as a whole.

Group II. Special Problems

1. Why may it be said that the colonization of the New World constitutes the second great step in the westward migration of the Teutonic peoples?
2. State four conditions in Europe which encouraged migration to America during the sixteenth and seventeenth centuries.
3. State four reasons why America was attractive to Europeans.
4. Why does America still appeal to Europeans?
5. America has been called a nation of immigrants. Explain why.
6. If America, geographically speaking, faced the west instead of the east, how might her history have been affected?
7. Show that the foundation of American civilization is British.
8. Show that Puritanism in religion led to democracy in government.
9. What and where is Mason and Dixon's Line?
10. How might the history of America have been different had Champlain treated the Iroquois kindly?
11. Account for the fact that England became the dominant power in North America.
12. List the five most important results of the French and Indian War.
13. In what three ways was the French and Indian War a factor in the Revolutionary War.
14. Explain in what way the British defeat of the French in the struggle for supremacy in America was a turning point in the history of America.
15. Why is America a "land of opportunity?"
16. Find in this Unit the following: (a) a prototype of our present Constitution; (b) a prototype of our Congress; (c) two steps toward our present federal union; (d) two causes of the Revolutionary War; (e) one chief cause of the Civil War.

Group III. Projects (Choose at least five)

1. John Calvin and his influence
2. Puritanism and its influence
3. The Sabbath in Puritan New England
4. The Merchantile Theory
5. "Lee Coureurs de Bois"
6. Deportation of the Acadians
7. Colonial agriculture
8. Colonial manufactures
9. Colonial Commerce
10. The Negro in the Colonies
11. Coming of the Negroes to America

13. Labor systems in colonial times
14. Proceedings of a New England town-meeting
15. The Reformation in England
16. The Puritans in England
17. The Huguenots
18. Founding of Quebec
19. The Old Dominion
20. Coming of the foreigners
21. Social conditions in England at the end of the sixteenth century.

C. MEN FOR THE BIOGRAPHICAL TABLE

John Smith, John Winthrop, Roger Williams, William Penn, William Pitt, General Wolfe, George Washington, Nathaniel Bacon, La Salle, James I., Charles I., Benjamin Franklin, John Calvin

D. DATES FOR THE CHRONOLOGICAL TABLE

1607, 1608, 1619, 1619, 1634, 1636, 1639, 1647, 1649, 1651, 1676, 1689, 1713, 1759, 1763

E. ILLUSTRATIVE MATERIAL

1. Make a synchronistic chart to illustrate the most important historical movements and events in Europe and America during the period, 1550 to 1763.
2. Make a map showing the thirteen English colonies about 1760.
3. Make a map showing North America before the French and Indian War. (1754)
4. Make a map showing North America after the French and Indian War. (1763)
(See outline maps following)

F. LIST OF REFERENCE READINGS

1. Forman, 24-98
2. Beard, History of the United States, 1-76
3. Elson, History of the United States, 45-196
4. Woodson, The Negro in Our History, 1-33
5. Hart, Formation of the Union, 1-45
6. Muzzey, American History, 27-104
7. Fisher, Colonial Era, 30-312
8. Brawley, Social History of the American Negro, 1-47
9. West, Source Book in American History, 1-368
10. James, Readings in American History, 36-105
11. Muzzey, Readings in American History, 24-107
12. Hart, American History Told By Contemporaries, Vol. I. 209-590; Vol. II., 35-372

13. Cheyney, European Background of American History, 168-199
224-229, 236-239, 529-535, 558-572, 200-215
14. West, History of the American People, 1-28, 44-49, 73-77,
91-103, 156-177
15. Coman, Industrial History of the United States, 18-88
16. Bogart, Economic History of the United States, 1-89
17. James and Sanford, American History, 37-84, 98-102
18. Thwaites, The Colonies, 1-257
19. Halsey, Great Epochs in American History, Vol. I. 179-
206; Vol. II. 38-208; Vol. III. 3-65
20. Green, Short History of England
21. Fiske, Beginnings of New England
22. Fiske, Old Virginia and Her Neighbors
23. Fiske, New France and New England
24. Sloane, the French War and the Revolution
25. Parkman, The Struggle for a Continent
26. Parkman, Pioneers of France in the New World
27. Parkman, Montcalm and Wolfe

G. LIST OF HISTORICAL FICTION

1. Altsheler, The Hunter of the Hills; The Lords of the
Wild; The Masters of the Peak; The Sun of
Quebec; The Rulers of the Lakes.
2. Austin, Standish of Standish
3. Barr, A Maid of Old New York
4. Bennett, Barnaby Lee
5. Catherwood, The Story of Tonty
6. Craddock, A Spectre of Power
7. Dix, Blithe McBride; Soldier Rigdale
8. Freeman, The Heart's Highway
9. Hall, The Bosy of Scrooby; The Golden Arrow
10. Johnston, The Slave Ship; To Have and to Hold; The Witch;
Prisoners of Hope
11. Lamprey, Days of the Colonists
12. Parish, Man with the Iron Hand
13. Perkins, The Colonial Twins in Virginia
14. Pyle, The Story of Jack Ballister's Fortunes
15. Smith, Boys of the Border
16. Taggart, A Pilgrim Maid
17. Tomlinson, The Young Rangers
(For further fiction, see "Historical Fiction" on teacher
desk.)(Pages 14-18)

UNIT III. HOW THE NEW WORLD BROKE AWAY FROM THE OLD (1760-1823)

AIM: To show how the English Colonies in the eighteenth century, and the Spanish Colonies in the nineteenth century broke away from their mother-countries and became independent.

A. THE PRE-VIEW

By the rude bridge that arched the flood,
 Their flag to April's breeze unfurled,
 Here once the embattled farmers stood,
 And fired the shot heard round the world.
 Emerson in "The Concord Hymn"

In Unit I, we saw how the nations of Europe, in their great desire to gain the trade of the world and build up national wealth for themselves, discovered and explored the New World in the fifteenth and sixteenth centuries. In Unit II, we saw these same nations, in their mad rush for power, prestige and wealth, lay the foundations for great colonial empires in this New World. We also saw how these intense national rivalries led to international conflicts, which left the New World in the grasp of the two great powers, England and Spain. In Unit III, we shall see how these two nations, in their ignorance of empire-building and their selfish stupidity, brought on a revolt of their colonies in America in which Revolution ran rampant from Canada on the north to Cape Horn on the south. During this struggle, the thirteen English Colonies along the Atlantic sea-board became independent of Great Britain; and the Spanish colonies in Mexico, Central America, and South America threw off the yoke of Spain.

The fundamental causes of these epoch-making revolutions are not hard to find. As to the revolt in the English Colonies, they may be listed as follows:

- (1) The Mercantile Theory;
- (2) An intense desire for self-government inherent in the Colonists;
- (3) A new imperial policy under George III, 1760;
- (4) The struggle for supremacy in America, which resulted in the expulsion of the French in 1763; and
- (5) An English system of taxation, which was contrary to the traditions of the colonists.

Mercantilism was a system that had grown up among the nations of Europe, based upon the theory that colonies existed not for their own good but for the benefit of the mother-country. In their mad competition to build up large treasuries, the nations looked upon their colonies as so many organizations to be exploited. Therefore, in their colonial policies their own interests were primary, and the

interests of the colonies secondary. When England passed laws restricting the navigation and trade of the Colonies and practically prohibiting all manufactures, she was following a policy dictated by the Mercantile Theory.

But there was another factor to be reckoned with--the colonists themselves. And this factor was tremendously important, because it represented a people with an inherent desire for self government. In Unit II, we saw that the English people who came to America in the seventeenth century, came here mainly because of their intense zeal for freedom--freedom in government and freedom in religion. Some one has said that when God peopled America, he sifted a whole nation. The selected ones--the Liberty-lovers, the Dissenters, the Progressive, the courageous of all classes--made up the dominant element in all the Colonies. By 1760--generally speaking, a century later--time and distance had intensified this desire for self-government in their descendants. The colonists who faced England in 1760 were Americans more than English. They had gradually grown apart from England in their ways of thinking and acting. They had become accustomed to governing themselves through their own assemblies. If the royal governors proved obstinate, they soon felt the heavy hand of popular disapproval. Not only was there much resistance by colonial assemblies to usurpations of power, but there were also many cases of open violence; Bacon's Rebellion in 1676, the over-throw of Andros in 1689, and the constant evasion of the Navigation Laws by open smuggling are examples which show the temper of the colonists in the century preceding 1760.

But these two factors--Mercantilism on the part of England, and a passion for self-government on the part of the colonists--alone would not have brought on the American Revolution. For the laws passed by England in accordance with the Mercantile Theory, prior to 1760 lay unenforced on the statute books; and the Colonies had been allowed to exercise their love for self-government through a "let alone" policy of the Mother-country. But in 1760 a change came. In that year George III. came to the throne of England, and a new imperial policy of colonial control was put into operation. By this new policy of colonial administration, all Navigation Laws and all laws restricting manufacturing in America were to be strictly enforced.

Contemporaneously with the inauguration of this new policy, the French and Indian War came to a close in 1763. With the expulsion of the French as a result of this war, the colonists felt their greatest enemy had been removed; therefore, they felt less dependent upon the Mother-country, England. Moreover, this war had cost England much money. She

argued therefore that since the Colonies had also benefited by the expulsion of the French, and might still need protection from the French and their Indian allies, they should help bear the burden of the war and should contribute toward their own defense. As England saw it, taxation by Parliament was the only logical way to raise the necessary funds. The Sugar and Molasses Act, the Stamp Act, the Grenville Acts, the Townshend Act were measures for the purpose of raising the desired revenue. The taxes were not excessive, but the Colonies saw that in this new colonial policy England was depriving them of their cherished and traditional right of self-government. If they were to be taxed, they wanted to be taxed by their own assemblies and not by the British Parliament. They stood squarely by the British Constitution, in which the Magna Charta, the Petition of Right, and the Bill of Rights had affirmed and re-affirmed the right of English citizens to be taxed by their own representatives. Vainly did England argue that the colonists were represented in the British Parliament through the House of Commons. This argument was contrary to both the theory and the practice of the colonists, who considered an individual their representative only when they had had a share in electing him.

And so they protested against these laws and demanded redress of grievances. The voices of James Otis, Patrick Henry, Samuel Adams, John Hancock and others rang out in strong denunciation of the new British policy. It was not independence, but the rights of Englishmen under the British Constitution they demanded. For fifteen years this agitation kept up, when in 1776, new voices were heard and a new note was sounded. The new voices were Thomas Paine, Thomas Jefferson, Benjamin Franklin, John Adams and others, and the new note was--INDEPENDENCE.

In 1776, when the Second Continental Congress drew up, signed, and announced to the world the Declaration of Independence, it took a step that was revolutionary. Yet this step was the natural sequence of events which preceded it. Given the following factors:

- (1) a people with an inherent love of freedom;
- (2) this love of freedom intensified by more than a century of self-government;
- (3) an outside arbitrary power following a policy which endangered this self-government;
- (4) protests by the aggrieved which led only to more oppressive acts instead of redress; and you are certain to have
- (5) a desire for independence as a natural result.

But independence was not to be achieved without a

great struggle. The war which followed lasted seven years, and many deeds of sacrifice, courage and heroism were performed. The names of Washington, Greene, La Fayette, Morris and many others stand out. The colonists were fighting to protect their homes and to preserve their ideals of freedom. It was a new struggle between a young David and an old Goliath, and the God of Might as well as Right was on the side of the colonists. With the timely aid of France, victory at last perched upon the banner of the Colonies, and their independence was acknowledged by England in 1783.

When England signed the treaty of Paris in 1783, acknowledging the independence of her American colonies, a remarkable precedent was set for the New World. Two decades later rumblings of revolution could be heard in the Spanish colonies to the south. Bolivar, Miranda and Hidalgo were great names in these struggles which lasted more than a quarter of a century. By 1822 revolutionary governments had been set up in every Spanish colony on the American continents, and Spain had lost practically all of her American territory. To protect these young republics in their new-found freedom, the United States issued the Monroe Doctrine in 1823.

From this period onward, the Americans follow an independent existence. In breaking away from the Old World, they cut the Gordian knot which for centuries had bound them to Europe, and henceforth they were to be free to develop America according to their own ideals unhampered by the traditions of Europe.

This is the third great episode in the history of America. This interesting story you will get in full as you gather your material for Unit III.

Questions Based On The Pre-View

1. State the aim of this Unit.
2. What is the keynote of this Unit?
3. State several fundamental causes of the American Revolution.
4. Explain the meaning of the Mercantile System.
5. Why do we say that self-government was inherent in the English Colonies?
6. How had the Colonies displayed their love of self-government?
7. What was the policy of England in regard to the Colonies prior to 1760?
8. What change came in 1760?
9. In what two ways did the French and Indian War contribute as a cause for revolt of the Colonies?

10. What were the Colonies seeking during the period 1760 to 1776?
11. What were they seeking during the period 1776 to 1783?
12. To what extent was there revolution among the Spanish colonies prior to 1823?
13. What episodes in American History precede this one?

B PROBLEMS AND PROJECTS

Group I. General Problems

I. The American Revolution (1760-1783)

Problem 9. The Underlying Causes of the American Revolution.

1. Give four basic reasons for the American Revolution.
2. Name, briefly explain, and give dates of five acts of resistance to the Mother-country by the colonists prior to 1760. (43, 45, 74, 106)

Problem 10. The Immediate Causes: George III And His Oppressive Policies (106-120)

1. Name and explain four acts by England in 1783-4 which showed a change in British policy in dealing with the Colonies.
2. Explain the new imperial policy, and state two reasons why it was opposed by the colonists.
3. Taxation without representation
 - a. Give meaning of "taxation without representation."
 - b. Explain the Stamp Act, and show the opposition it met in America.
 - c. How did the American and the English idea of representation differ?
 - d. Did the colonists wish representation in the British Parliament? What did they wish?
 - e. Give meaning of the Townshend Act, and state four reasons why it was opposed by the colonists.
 - f. In what sense did the Townshend Act differ from any previous act?
4. Division of sentiment; acts of lawlessness
 - a. Were all the colonists opposed to the Mother-country? Explain.
 - b. Did all Englishmen favor the acts of England against the Colonies? Explain.
 - c. Give the significance of the Boston Massacre. Who was Crispus Attucks?
 - d. Give meaning, purpose and effect of the Committee of Correspondence. Compare purpose with that of the N. A. A. C. P.
 - e. Discuss the tea controversy, and explain what was the real point at issue.

5. The Intolerable Acts
 - a. Why were they passed?
 - b. Name and explain each.
 - c. To what did they lead directly?

Problem II. Independence Declared, 1774-1776. (121-128)

1. Fighting for the rights of Englishmen
 - a. What was the attitude of the other colonies as regards to Boston in her distress? Significance of this attitude?
 - b. The First Continental Congress
 - (1) State its purpose.
 - (2) What did it do? What was the resolution?
 - c. Where and under what circumstances did the first armed conflict take place?
 - d. What was the status of rebellion in the Colonies in 1775?
 - e. Would you justify the treatment of the Loyalists by the patriots? Why?
 - f. Give meaning of the Second Continental Congress, and state what it did.
 - g. Explain how Washington re-took Boston.
2. The Declaration of Independence
 - a. Name and explain three steps leading to independence.
 - b. State three democratic principles contained in the Declaration.
 - c. State several reasons given for separation from England.
 - d. What and where is the real keynote in the Declaration?

Problem 12. How Independence Was Won, 1776-1783 (136-151)

1. State the effect of the Declaration of Independence.
2. What were the British plans of the war?
3. Compare the American with the British Army.
4. Describe the Philadelphia and Saratoga campaigns
5. Why was the victory at Saratoga so important?
6. Give meaning and importance of the French Alliance.
7. State importance of George Rogers Clark and the war on the frontier.
8. How was the surrender of Cornwallis effected?
9. Give the terms of the Treaty of Paris, 1783.
10. Give the boundaries of the New Nation.

II. The Spanish-American Revolution, 1800-1823. (258-261)

Problem 13. How Spain's American possessions became free

1. Locate Spain's possessions in America in 1800.
2. How did Spain's colonial policy tend to develop a re-

- revolutionary spirit?
- 3. Briefly explain the revolt.
- 4. Give meaning and purpose of the Holy Alliance.
- 5. What was England's attitude?
- 6. What was the attitude of the United States?
 - a. Give the purpose and chief provisions.
 - b. Give the influence and date.

Group II. Special Problems

1. Did the Americans desire taxation with representation?
2. In what year did the population of the United States exceed that of England?
3. How did England contribute to the growth of independence among the Colonies?
4. Why did the colonists oppose the Mercantile System?
5. Just why did the colonists oppose each of the following? The Grenville Act; The Townshend Act; The Intolerable Acts?
6. Why did the Revolution change from a struggle for redress of grievances to a war for independence?
7. Why did many Englishmen favor the American cause?
8. How do you account for the success of the colonists in the war?
9. Give four reasons why Saratoga is considered one of the decisive battles of the world.
10. On what basis would you justify the American Revolution?
11. Why was New England the "hot-bed of the rebellion"?
12. In the formation of a complete revolutionary organization, what was the first step? The second step? The third step? The fourth step?
13. Why has the Declaration of Independence been called the political Bible of America?
14. What territory does England possess in America today? Spain? France?
15. Was the Revolutionary War a war between two nations? Or was it a civil war between two parts of the British Empire?
16. What part did the Negro play in the American Revolution?
17. How did the American Revolution affect Negro slavery?
18. What interest did the Holy Alliance have in the Spanish-American Revolution? Why?
19. What interest did England have? Why?
20. What interest did the United States have? Why?

Group III. Projects (Choose five)

1. Samuel Adams as a revolutionist
2. John Hancock
3. Burke on Conciliation with America
4. The Declaration of Independence
5. Saratoga, a decisive battle of the world
6. The French Alliance
7. Washington in the Revolution
8. The Negro's part in the Revolution

10. Origins of the Monroe Doctrine
11. The Monroe Doctrine, and its meaning today
12. History of the American flag
13. "The game is pretty near up"
14. Toussaint L'Ouverture

C. MEN FOR THE BIOGRAPHICAL TABLE

Samuel Adams, John Hancock, Patrick Henry, Thomas Paine, Thomas Jefferson, George Washington, Le Fayette, George III, William Pitt, Edmund Burke, Benjamin Franklin, Robert Morris, George Rogers Clark, Crispin Attucks, Peter Salem, Prince, Samson, Toussaint L'Ouverture, Francesco Miranda, Simon Bolivar, Hidalgo

D. DATES FOR THE CHRONOLOGICAL TABLE

1760, 1765, 1767, 1770, 1773, 1774, 1775, 1776, 1777, 1778, 1781, 1783, 1808, 1815, 1823,

E. ILLUSTRATIVE MATERIAL

1. Make a synchronistic chart of the period of the American Revolution, 1760-1783.
2. Draw a map to illustrate the campaign for the conquest of New York.
3. Draw a map to illustrate the United States at the close of the Revolution, 1783.
(See outline maps.)

F. LIST OF REFERENCE READINGS

1. Forman, 43, 45, 73, 74, 106-151, 257-261
2. West, History of the American People, 114-126, 147-154, 139-141, 178-222, 230-243
3. James and Sanford, 23-25, 85-86, 125-135, 142-181
4. Bogart, 21-28, 61-63, 83-85, 90-118, 149-152
5. Coman, 20-28, 62-119, 123-127
6. Muzzey, American History, 107-135, 144-149
7. Cheyney, 112-114, 123-167, 578-588, 606-608
8. Goldwin Smith, The United States, 57-118
9. Green, Short History of England, 757-790
10. Sloane, French War and the Revolution, 142-231, 348-388
11. Dewey, Financial History, 18-59
12. Elson, History of the United States, 210-317
13. Beard, History of the United States, 57-138
14. Muzzey, Readings in American History, 111-159
15. James, Readings in American History, 145-163
16. West, Source Book, 364-469
17. Hart, Contemporaries, II., 373-632
18. Halsey, Great Epochs, III., 66-208; V. 133-143
19. Woodson, The Negro in Our History, 51-70
20. Brawley, Social History of the American Negro, 48-75
21. Hart, Formation of the Union, 5-21, 38-111

22. Fiske, The American Revolution, Vols. I-II
23. Fiske, War of Independence
24. Lecky, The American Revolution
25. Trevelyan, The American Revolution
26. Van Tyne, The American Revolution
27. Creasy, Fifteen Decisive Battles of the World, Chapter XIII:
28. Ford, P. L., The True George Washington
29. Hale, Life of Washington Studied Anew
30. Irving, Life of George Washington; Washington and His Country
31. Johnson, General Washington
32. Lodge, George Washington
33. Scudder, George Washington
34. Seelye, The Story of Washington
35. Sparks, Life of George Washington
36. Weems, Life of George Washington, with Curious Anecdotes
37. Tyler, Patrick Henry
38. Hosmer, Samuel Adams
39. Morse, John Adams
40. Muzzey, Thomas Jefferson
41. Schouler, Jefferson

G. LIST OF HISTORICAL FICTION

1. Churchill, Richard Carvel; The Crossing
2. Thackery, Henry Esmond
3. Chambers, Cardigan
4. Cooper, The Spy
5. Mitchell, Hugh Wynne
6. Ford, P. L., Janice Meredith
7. Rives, Hearts Courageous

(For other historical fiction, see "Historical Fiction" list on teacher's desk, pages 18-21.)

UNIT IV. HOW OUR NATIONAL GOVERNMENT WAS ESTABLISHED (1783-1801)

AIM: To show how the United States in the eighteenth century developed a government which brought order out of chaos, and which is proving adequate even for today.

A. THE END-VIEW

Thou too, sail on, O Ship of State!
Sail on, O Union, strong and great!
Humanity with all its fears,
With all the hopes of future years,
Is hanging breathless on thy fate.
Longfellow in "Building of the Ship."

The establishment of our present national government was a most stupendous task, and constitutes the fourth episode in American History. In Unit III we learned how the Thirteen States in 1783, as a result of the Revolutionary War, gained their independence. With independence, came the necessity for establishing a government of their own. There is nothing else so important in promoting the welfare of a people as a good, orderly government. In fact, prosperity, happiness, and even existence itself depend upon an orderly government. In the broad sense, an adequate, fair, judicious political State is the handmaiden of religious, social, moral, and economic progress. The Revolutionary Fathers realized this fact, and tried to make provision for such a government. June 11, 1776--co-incident with appointing a committee to draft the Declaration of Independence--the Second Continental Congress appointed another committee to draw Articles of Union for the government of the States. The report of this committee was adopted by the Congress in 1777; and the Articles of Confederation, which were finally ratified by the last State in 1781, were the result.

But the Confederation thus formed was a very weak union. In fact, it was meant to be simply a "league of friendship." No State could be forced by the general government to do anything. The general government could recommend that certain things be done by the States, but the States themselves determined whether they should obey the "recommendation." The reason for this is not hard to find. We observed in Unit III that the most outstanding characteristic of the colonists was their love of self-government. They retained state sovereignty in full, because they feared that a national sovereignty would take away a part of this precious boon of self-government.

The ideal government is one in which there is a perfect balance between self-government on the one hand and national authority on the other. Too much self-government results in

disorder, chaos, and anarchy, such as in Mexico and Russia today. Too much national authority results in persecution, oppression, and despotism, such as in England in the seventeenth century and France in the eighteenth. Each of these types defeats the end and aim of government. The government of the Confederation was of the former type. Local autonomy was so strong that chaos reigned supreme throughout the little group of States. State conflicts, domestic violence, rebellion and mutiny were common. In fact, the period 1783 to 1789 was indeed a "critical period". The national authority had no adequate way of raising funds to pay its debts; could have no standard currency, for each State could issue its own; and had no power to raise an army to protect itself. Moreover, our foreign problems were quite as acute as the domestic problems. No European nation would make a treaty with us, because any State could break any treaty made. As a result, our commerce with the outside world practically ceased, and our status among the nations of the world was decidedly low.

Along with the passion for self-government which the people of the young nation had inherited from colonial times, was the tradition of colonial co-operation which the Colonies had carried to a very high degree during the Revolutionary period. The Stamp Act Congress, the First Continental Congress, the Second Continental Congress, and the striking co-operation of the people in prosecuting the war are examples of the spirit of co-operation among the States when threatened or attacked by a common foe.

These two dominant ideas--the love for self-government and the tradition of colonial co-operation--constitute the bed-rock of our Constitution and the foundation stones of our national government today. In order to make co-operation more complete, the States surrendered to the national government some of their privileges of self-government, and thus a "more perfect union" was formed. But this "more perfect union" in the new Constitution did not come without great struggle. There were many strong forces against union, but the forces for union proved the stronger, and our present union under the Constitution is the result.

The Constitutional Convention met in Philadelphia in May, 1787, and was composed of leading statesmen from each of the Thirteen States except Rhode Island. As soon as the Convention met, it was found that the members, because they represented different sections of the country, were divided on every important question. At times it seemed the Convention would break up without accomplishing anything. Finally, however, they learned that their problems could be solved only through compromise. In fact, it may be truly said that our Constitution is founded on compromise. The Union itself is federal, being a compromise between a nation on the one hand and a confederation on the other. The number of representatives and senators in

Congress to which each State is entitled was determined by a compromise between the large and the small States. The control of commerce by the national government is the result of a compromise between the manufacturing, trading North and the agricultural, slave-holding South. And so it was with many other differences, such as the question of the election of the President, his term of office, and so forth.

The Constitution was completed and signed by members of the Convention, September 17, 1787. It was then sent to the Congress of the Confederation by Mr. Washington, the President of the Convention. Congress then sent copies of it to each of the Thirteen States for their consideration. The necessary nine States ratified it by June 21, 1788. The Constitution then became the "supreme law of the land".

When the Constitution had been accepted by the States, a great step forward had been taken in the establishment of a national government for the New Nation. But it was not the final step, for the new Constitution must be put into effect. The Ship of State, which had been built with so much anxious care, must now be launched upon a very stormy sea. The old nations of Europe, watching from their vantage places, freely predicted that the new Ship could never weather the storm. And indeed it seemed for several years that their prediction would come true. However, through the wisdom and broad statesmanship of Washington, Hamilton, Adams, Jefferson and others as leaders, and the loyalty and good sense of the American people to follow wise leadership, the young nation was able to take its place among the other nations of the world. At home, order was brought out of chaos, money was collected by taxation, a uniform currency was established, pressing debts were paid, and rebellion was put down. Abroad, wars were averted and treaties commerce were made with the leading nations of Europe.

The strength of the national government at home, and its influence abroad were mainly due to the principles and activities of the Federalist Party, which was in authority during the twelve eventful years from 1789 to 1801. This party, headed by Hamilton, believed in a broad or liberal interpretation of the Constitution, which meant giving more power to the Central Government and less to the States and the people. Its opponent, the Republican Party, led by Jefferson, believed in a narrow or strict interpretation of the Constitution, which meant giving less power to the Central Government and more to the States and the people. It was very fortunate for America's peace and safety that the Federalist Party was in power during these formative years, for that party gave to our national life the stability it so sorely needed. On the other hand, the Republican Party served a needed purpose by preventing the Central Government from becoming too autocratic.

By 1801, the Federalist Party had done its work of streng-

thening our national life, and was forced to retire from leadership. It was succeeded by the Republican Party, which instituted a more liberal policy in government*. Thus, the new Ship of State, successfully launched, sailed out through the Narrows between Scylla and Charybdis, and safely weathered the storms of domestic turmoil and foreign aggression, and settled down for a successful voyage. You will learn the details of this story as you gather your material for Unit IV.

The Federalist Party, with its broad interpretation of the Constitution, is the ancestor, of the present Republican Party. The Republican Party of Jefferson's time, with its narrow interpretation of the Constitution, is the ancestor of the present Democratic Party.

Questions On The Pre-View

1. State the aim of this Unit.
2. Why was a national government necessary following the Revolution?
3. How important is an orderly government?
4. Why was a new constitution needed in 1787?
5. What constitutes an ideal government? Why is one so hard to attain?
6. On what two dominant ideas, or principles, is our constitutional union based?
7. What is meant by the statement that our Constitution is founded on compromise?
8. Show that the government under the Constitution was an improvement over the Confederation.
9. To what was the growth of nationalism chiefly due during the period 1789 to 1801?
10. How did the principles of the Federalist and Republican parties differ?
11. What was the outlook for the New Nation in 1801?

B. PROBLEMS AND PROJECTS

Group I. General Problems

Problem 14. A Bird's-eye View of the New-Born Nation, 1763
(152-163)

- I. The Land and the people
 1. Give area and boundaries; claims of various states; nature of land.
 2. Describe the population, and its distribution. What was the "American"?
 3. Describe slavery.
- II. Occupations of the people
 1. Describe the state of agriculture; commerce; manufacturing.
- III. Transportation
 1. Describe conditions of travel by land; by water; the mail service.
- IV. Religious and Intellectual Life
 1. What three outstanding features indicated religious progress?
 2. What was the status of common schools; the higher schools?
 3. What provisions were made for education of girls and women?
 4. Describe the newspaper of that day.
- V. Every Day Life
 1. What comforts and conveniences existed? What opportunities for riches?
 2. What were their chief amusements?
 3. Compare with every day life of today.

Problem 15. Problems Which Faced the New Nation (164-173)

- I. State Constitutions and State Governments
 1. What was perhaps the most important step made by the Colonies in 1775?
 - 2 Who could vote? What civil rights had the people?
 - 3 Explain the organization of the State governments.
 - 4 What were the most important powers of the State?
- II. The Confederation
 1. Define "Confederation".
 2. What were the Articles of Confederation?
 3. When were the Articles of Confederation accepted by State? Why the long delay?
 4. How was the government under the Confederation organized?
 5. What powers did the government have?
 6. Why was the Confederation weak?

III. Our Nation under the Articles of Confederation

1. In what two ways was the foreign policy a failure?
2. Name and explain six domestic problem. Were they solved?

Problem 16. How Our Present Constitution Was Born.

- I. Growth of a National Spirit during the Colonial period.
 1. Mention five conditions during the colonial period which promoted growth of a national spirit.
 2. Give five evidences to prove the growth of a national or cooperative spirit.
- II. The Constitutional Convention at Philadelphia, May 25, 1787 to September 17, 1787. (174-185)
 1. Name and explain three forces of disunion.
 2. Name and explain three forces of union.
 3. Name and explain two preliminary steps to the Convention.
 4. The Constitutional Convention
 - a. How was the Convention called? Where? When? What was its expressed purpose?
 - b. Discuss the personnel of the Convention
 5. Work of the Convention
 - a. How was the purpose altered?
 - b. State clearly five general differences between the government under the Constitution and that under the Articles of Confederation.
 - c. What two problems of representation in Congress arose, and how were they settled?
 - d. What problems arose in regard to the Executive, and how settled?
 - e. The Federal Judiciary
 - (1) What was its chief function?
 - (2) How chosen? For how long? Why?
 - f. Name and explain two powers of greatest importance given to the National government by the Constitution.
 - g. What is the most important provision in the Constitution? Why?
 6. Ratification of the Constitution
 - a. Explain the manner of ratification.
 - b. What two parties arose? Discuss their principles and leaders.
 - c. What were the Federalist Papers?
 - d. What were the final steps?
 7. State five important services the old Congress had rendered.

7. State five important services the Old Congress had rendered.

Problem 17. How the New Government Was Set in Motion, 1789-1793. (186-196)

- I. Breathing Life into the Constitution.
 1. Describe the election of Washington; his character; his inauguration.
 2. Tell how the new government was organized.
- II. Revenues and Expenditures
 1. Explain the first tariff act. Was it protective?
 2. What salaries were paid?
- III. A Federal Bill of Rights
 1. Name chief rights guaranteed to the citizen.
 2. What were the last two states to ratify the Constitution? Why?
- IV. Hamilton's Financial Measures
 1. Name and explain the principles of each. Just how did the parties of 1792 differ from the parties of 1788?
 2. Who were the chief leaders of each?
 3. What was the feeling of the parties toward each other?
 4. Election of 1792: candidates? issues? results?
 5. How did party government originate? Give meaning of?

Problem 18. How Troubles at Home and Abroad Were Settled by the New Government, 1793-1801 (197-212)

- I. Foreign Problems
 1. Discuss our trouble with France. What was the attitude of the people of the United States? Of the government? Who was Genet?
 2. Discuss the Jay's Treaty with England.
 3. Discuss the Pinckney Treaty with Spain.
- II. Domestic Problems
 1. Explain the Whiskey Rebellion; what two important principles were here involved? How settled?
 2. The Northwest Ordinance
 - a. Give four important provisions.
 - b. What three important precedents were set by this act?
- III. Close of Washington's Administration
 1. What precedent did Washington set by his retirement?
 2. What three important things did Washington warn against in his farewell address?
 3. What was significant about the election of John Adams?
- IV. John Adams' Administration, 1797-1801

1. What was the X. Y. Z. Affair?
2. How was the trouble with France settled?

V. Downfall of the Federalist Party

1. Name and explain two causes.
2. Explain the Kentucky and Virginia Resolutions.
What dangerous doctrine did they contain?
3. What service had the Federalist Party rendered?

VI. Explain how the five major parts of this Unit contribute to an understanding of the Unit as a whole..

Group II. Special Problems

1. What were the fundamental weaknesses of the Articles of Confederation? Give incidents to prove these weaknesses actually existed.
2. How did the spirit of union express itself during the Colonial period?
3. What conditions led to the calling of the Constitutional Convention?
4. Name five great problems of the Convention, and explain how each was settled?
5. Name two fundamental elements of greatness in the Constitution?
6. State five ways in which the Constitution remedied the weaknesses of the Articles of Confederation?
7. What were the two fundamental traditions upon which the Constitution was built? State their origin and show how they were written into the structure of the Constitution.
8. Give five events to show that the Constitution was adequate as a government for the American people.
9. What is meant by "implied powers"? What specific powers of the Constitution were used in connection with the implied powers clause to develop each of the following: (1) Hamilton's National Bank; (2) custom houses; (3) light houses; (4) mints; (5) acquisition of Louisiana; (6) acquisition of the Danish West Indies; (7) Interstate Commerce Act; (8) Sherman Anti-Trust Law?
10. State five general differences between the government under the Constitution and that under the Articles of Confederation.
11. Explain the Ordinance of 1787, and show why it was so important.
12. What states permitted Negroes to vote when the Constitution was ratified?
13. What three precedents did Washington set while President that have been followed since as a national policy?
14. List three important points which Washington made in his Farewell Address.
15. Should Washington's advice be followed today? Why?
16. What was fundamentally wrong in the Virginia and Kentucky Resolutions?
17. What was fundamentally wrong with the Alien and Sedition Laws?
18. Down to 1801, the United States had three sets of political parties. Give names, dates and chief principle of each.

Group III. Projects

1. Shay's Rebellion
2. The "National Domain" and the Northwest Ordinance
3. The New England Confederation, 1643
4. The Albany Plan of Union
5. Washington and the making of the Constitution
6. The Federalist Papers
7. Committees of Correspondence
8. Madison and the Making of the Constitution
9. Benjamin Franklin
10. Washington as President of the United States
11. Members of the Constitutional Convention
12. Hamilton and the Constitution
13. Election and inauguration of Washington
14. Hamilton's financial system
15. Benjamin Banneker
16. Cabriel's insurrection
17. Thomas Jefferson's thoughts on the Negro
18. The status of slavery in 1789

C. Men for the Biographical Table

Washington, Hamilton, Jefferson, Madison, Jay, John Adams, Eli Whitney, Benjamin Banneker

D. Dates for the Chronological Table

1785, 1786, 1787, 1788, 1789, 1792-94, 1794, 1795
1796, 1798, 1799, 1800

E. Illustrative Material

1. Make a synchronistic chart covering the period of American History from 1781 to 1801. Show European events as well as American.
2. Make two drawing to show that the national government was stronger under the Constitution than under the Articles of Confederation.
3. Make a drawing to illustrate the steps by which our Federal Union developed

F. List of Reference Readings

1. Forman, 152-212
2. Elson, History of the United States, 293-355
3. James and Sanford, 183-239
4. West, History of the American People, 271-368
5. West, Source Book in American History, 470-575
6. Hart, Formation of the Union, 108-192
7. Hart, Contemporaries, III
8. James, Readings in American History, 164-245
9. Muzzey, Readings in American History, 163-214

10. Halsey, Great Epochs, IV, 3-131
11. Book of History, XIV, 6166-6171; XV, 6173-6183
12. Coman, Industrial History, 132-156
13. Woodson, The Negro in Our History, 71-99
14. Brawley, Social History of the American Negro, 56-90
15. Journal of Negro History, III, 55-89, 99-127
16. Fiske, Critical Period of American History
17. Walker, Making of the Nation
- 18-32. See References on page 37. Nos. 28 to 41

G. List of Historical Fiction

1. Atherton, The Conqueror
2. Bacheller, In the Days of Poor Richard
3. Altsheler, A Herald of the West
4. Johnson, Lewis Rand
5. Mitchell, The Red City
6. Pidgin, Blennerhassett
7. Moore, Hearts of Hickory
8. Perkins, The American Twins of 1812
9. Seawell, Imprisoned Midshipmen
10. Thompson, American Patty
11. Barnes, Yankee Ships and Yankee Sailors
12. Barr, Trinity Bells
13. Brady, For the Freedom of the Seas
14. Davies and Nirdlinger, The First Lady in the Land
15. Marshall, Old Hickory's Prisoner

UNIT V. HOW OUR NATION CONQUERED THE WILDERNESS (1801-1861)

AIM: To show how the American people, in wave upon wave, moved westward, until our dominion extended from the Atlantic to the Pacific and from the Great Lakes to the Gulf.

A.---THE PRE-VIEW

Westward the course of empire take its way;
The four first acts already past,
A fifth shall close the drama with the day:
Time's noblest offspring is the last.

Bishop Berkley, "On the Prospect of Planting Arts and Learning in America."

The Great American Epic is yet to be written. When it is written, it will tell the story, not of kings and nobles who went forth to conquer an ancient city, nor of the aimless wanderings of a modern Aeneas, nor of the attempted overthrow of the God of Heaven by the Prince of Darkness; but it will be the story of a young nation that went forth to conquer the wilderness, to make a continent its own; the life-history of a people who braved hardship, danger, suffering, and death to reach a goal which spread in ever-widening circles westward toward the setting sun. This epic will contain Love and Romance, Success and Failure, Life and Death; but above all, it will show how indomitable is the unconquerable Soul of Man when moved by a great purpose.

The westward movement of the American people is the fifth great episode in American History, and constitutes the third phase in the westward migration of the Teutonic peoples. The magnitude of this movement, and its significance in American History, can hardly be over-estimated.

In Unit II, we saw that the people of the English Colonies confined their settlements to the Atlantic sea-board, extending inland only about two hundred miles, to the foot-hills of the Appalachian Mountains. In Unit III, we observed that when England recognized the independence of the Thirteen Colonies in 1783, she surrendered to them her territory lying west of the Appalachian Mountains to the Mississippi River. This acquisition of almost 500,000 square miles of territory more than doubled the area of the Thirteen Original States, and marked the first real step in our westward expansion.

In this Unit, we shall see how, during the period 1781 to 1801,--while the Thirteen States were being consolidated into "a more perfect union"--the people in large numbers were crossing over the Mountains from the east, and settling on the lands recently acquired from England. Before this period closed, Kentucky and Tennessee were admitted to statehood, and Ohio was knocking at the door of the Union for admission. In

another half century, 1853, the U. S. had attained its present boundaries, having added Louisiana, Florida, Texas, Oregon, California and New Mexico. By purchase, treaty, or annexation, the territorial dominion had grown in less than three-quarters of a century from less than 300,000 square miles along the Atlantic Seaboard to a vast empire of more than 3,000,000 square miles, stretching 3,000 miles westward to the Pacific Ocean.

But what seems still more remarkable is the fact that the movement of the people westward kept pace with, or even ran ahead of, the acquisition of territory. In wave upon wave, this moving sea of humanity swept across prairie, desert, and mountain, until by 1850 it looked out through the Golden Gate upon the surging Pacific. By 1800, the first wave had moved the frontier line westward as far as Nashville, Tennessee, and Louisville Kentucky. By 1820, the second wave had moved the line across the Mississippi River, and was less than 100 miles east of Kansas City. By 1840, the third wave had moved the line about 100 miles west of Kansas City. By 1861, the fourth wave of migration had moved our Frontier Line westward until it disappeared altogether in the waters of the Pacific Ocean.

In 1861--at the outbreak of the Civil War--there were thirty-four states, eighteen of which were west of the Appalachian Mountains. Two of these--California and Oregon--were on the Pacific Coast. The onward march of the people toward the west is illustrated by the steady movement westward of the center of population. In 1800 the center of population was about eighteen miles west of Baltimore; by 1840 it had crossed the Alleghanies; by 1850 it had reached Parkersburg, West Virginia; and in 1860 it was half-way across Ohio. At present it is a few miles east of the Wabash River in Indiana.

Who knows that ere another century passes by, the population center will not approach very nearly the geographic center, which is in the state of Kansas? When we consider the yet undeveloped rich resources of the West and the trade possibilities of the far-flung Pacific peoples, this prophecy becomes no idle dream.

What are the causes or motives back of this third great movement of the Teutonic peoples toward the West? They are many and varied, but strangely like those motives which actuated their ancestors when they migrated from Central Asia into Europe, and later from Europe across the Atlantic to America. The main causes may be summed up as follows:

- (1) The spirit of adventure. The restless, discontented nature of the Teutonic peoples makes them natural pioneers.
- (2) The desire to better their economic condition. Economic depression in the North due to Embargo and non-intercourse Acts before, during, and immediately after the War of 1812, threw many thousands of men,

out of work who tried to get another start in the west. In the South, planters deserted their worn-out tobacco lands of Virginia and North Carolina, for the fresh, rich cotton soil of the south-west, driving ahead of them the small pioneer farmers of the uplands, who moved on north into the Ohio Valley.

- (3) Immigration. This was a period of vast immigration movements from Europe. Most of these people were home-seekers and cast their lot with the Virgin soil of the North-west.
- (4) Discontent along the Atlantic seaboard. There was much dissatisfaction, especially in New England, with the old political and religious control. Many felt they were being robbed of their liberties, which could be found only in the West.
- (5) Contributing Causes.
 - (a) The growing liberality of the government in its western land policy encouraged taking up the new lands.
 - (b) Removal of the Indians by the victories of Wayne, Harrison, and Jackson removed fear of Indian attacks.
 - (c) Improved means of communication, as the steamboat, national roads, canals, railroads, cheap postage, the telegraph, etc. served as powerful incentives to this movement.

What were the effects of the westward movement? So tremendous a movement was sure to have profound effects upon American life and history. The most significant influences may be given as follows:

- (1) It drained the East of its most vigorous and ambitious young men. During the decade 1820 to 1830, the population of Massachusetts and Virginia remained stationary, while that of the west increased 100% to 150%.
- (2) The constant exodus from the East kept wages high, and interfered with the growth of "infant" American industries.
- (3) It served as a safety value in preventing social revolutions in the East. In times of unemployment, the man out of a job could go west, take up land, and become a producer and contented citizen.
- (4) It promoted economic sectionalism. The East became more and more a manufacturing section, the west a food-growing section, and the south a cotton-growing section.
- (5) It led to the Civil War. As these two human streams--one from the free North and one from the slave South--spread out over these fair lands of the west, conflict followed wherever they met. We need only mention the Missouri Compromise, the Webster-Hayne Debate, the Annexation of Texas, the Wilmont Proviso, the Compromise of 1850, the Kansas-Nebraska Bill, the Origin of the Republican Party, the Dred Scott Decision, and the Lincoln Douglass Debate; in order to see how the

westward movement was related to the Civil War.

- (6) It promoted the growth of democracy. All men were equal in the West for land was the only form of wealth and it was abundant. From the West democracy spread eastward.
- (7) It developed individuality, independence, self-reliance and initiative in the people. The frontier was the greatest school for developing these virtues.
- (8) It encouraged the building of highways, transcontinental railroads, industrial inventions of all kinds, and so forth. While slavery was an entering wedge dividing the North and the South, the transcontinental railroads were serving as steel bands binding the North and West closer together.
- (9) Finally, the influence of the westward movement on political leadership. Many of the Thirteen Original States objected to the admission of the western states on equality with themselves, because they feared the time would come when the west would control the nation. Their fears began to be realized when, in 1829, Andrew Jackson was elected President from Tennessee and the political spell of the East was broken. From that time down to the present, the west has grown in political power. Of twenty-four presidents since John Quincy Adams, fourteen have been elected from States west of the Allegheny Mountains. It is very significant that in the election of 1928, the President was chosen from California and the Vice-President from Kansas.

My. Bryce (American Commonwealth, Vol. II, P. 830) declares that "The West is the most American part of America. What Europe is to Asia, what England is to the rest of Europe, what America is to England, that the western States and Territories are to the Atlantic States." You will learn the details of this interesting story as you gather your material for Unit V.

Questions On The Pre-View

1. State the aim of this Unit.
2. Interpret Bishop Berkley's lines.
3. What will be the theme of the Great American Epic?
4. Show that this is the fifth great episode in American History.
5. Explain why this movement is the third phase of the westward migration of the Teutonic peoples.
6. About when did this westward movement begin?
7. About when did U. S. attain her present boundaries?
8. Indicate how vigorously the westward movement went forward during the period 1801 to 1861.
9. State several causes, or motives, for the movement.
10. State several effects of the movement.

B. PROBLEMS AND PROJECTS

Group I. General Problems

Problem 19. The Territorial Expansion Of The United States, 1783-1861.

- I. Make a chart answering the following questions with reference to each of the territorial acquisitions listed below:
- (a) From whom? (b) When? (c) How? (d) Price paid?
 - (e) Area? (f) Location? (g) States carved from?
 - (h) importance?

1. The Original United States.
2. The United States in 1783.
3. The Louisiana Purchase.
4. The Purchase of Florida.
5. Texas.
6. Oregon.
7. California and New Mexico.
8. The Gadsen Purchase.

Problem 20. The Westward Movement, 1783-1840.

- I. The westward movement, 1783-1800. (201-206)
1. How were new communities organized?
 2. What new States were admitted?
 3. Give meaning and importance of the Ordinance of 1787.

- II. The westward movement, 1800-1820 (236-249)
1. Discuss the land policy of the United States.
 2. What three regions were settled during this period?
 3. Along the Ohio River.
 - a. What States were admitted?
 - b. How related to the slavery question?
 - c. Describe two important improvements in transportation.
 4. Around the Gulf of Mexico.
 - a. What States were admitted?
 - b. Give cause of this movement.
 - c. Give influence of the cotton gin.
 5. Across the Mississippi River.
 - a. Describe the Lewis and Clark Expedition, and its importance.
 - b. Who claimed the Oregon Country, and why? Why valuable?
 - c. Who settled Missouri? When Admitted? What question arose? How was it settled? (253-257)

III. The westward movement, 1820-1840 (283-288)

1. What important means of transportation were developed? State Important influence of.
2. What States were admitted?

IV. Frontier life.

1. Describe the stages of frontier development.
2. Give four important effects of frontier life.

Problem 21. The Great Westward Expansion Of Territory, 1840-1850. (299-310)

I. The Texas Question.

1. Give two reasons why Mexico wished to withdraw from Mexico.
2. Why did Texas wish to be annexed to the United States?
3. Describe the contest over annexation. Result? What was the outstanding factor?

II. The Oregon Question.

1. Describe emigration to Oregon. What were the emigrants seeking?
2. Who claimed Oregon? On what grounds?
3. How was the Oregon Question settled?

III. Acquisition of California and New Mexico.

1. Give two reasons why President Polk desired California.
2. Explain how it was secured.

Problem 22. The Westward Movement, 1840-1860

I. The westward movement, 1840-1850. (311-321)

1. Name, discuss, and state importance of six great inventions during the period 1840 to 1850. Were they causes, or results, of the westward movement?
2. Give meaning and influence of the Pre-emption Act of 1841.
3. What States were admitted during the period?
4. Give chief causes of the movement.
5. Give four important results.

II. The westward movement, 1850-1860. (363-369)

1. Give reasons for the movement.
2. What States were admitted?
3. Trace the center of population from 1800 to 1860.

III. Describe life in America in 1860.

Group II. Special Problems.

1. With what former migrations in history would you compare the westward expansion of the American people?
2. Give five reasons for the westward expansion of the American people.
3. How has this movement influenced American History?
4. Interpret "Manifest Destiny" as applied to westward expansion.

5. What were the successive steps by which we extended our territory to the Pacific?
6. How did Toussaint L'Ouverture influence the sale of Louisiana to the United States?
7. What constitutional problem was involved in the purchase of Louisiana? How was it solved?
8. Show that the purchase of Louisiana strengthened Nationalism.
9. Why did many Easterners oppose western development?
10. Was the Mexican War justifiable in either causes or results? Why?
11. What was the "Spot" Resolution? Its significance?
12. Show effect on American History of the following: cotton gin; the steamboat; Erie Canal; the railroad; the McCormick reaper; European immigration.
13. Show the influence of the West on each of the following: the slavery question; nationalism; democracy; labor supply in the East; financial question; transportation.
14. State two reasons why the West has been more democratic than the East.
15. What influence did the War of 1812 have on the westward movement?
16. How did life on the frontier influence American character and institutions?
17. In what two ways was the Mexican war a fore-runner of the Civil War?

Group III. Projects (Choose Five)

1. Land transportation, 1800-1860.
2. Water transportation, 1800-1860.
3. The steamboat.
4. The railroad.
5. The Erie Canal.
6. The West.
7. Texas.
8. The plow and the reaper.
9. The West in the Forties.
10. The "Forty-Niners".
11. The "Fifty-Niners".
12. Discovery of gold in California.
13. Railroad building in the period 1850 to 1900.
14. The telegraph.
15. The cable
16. The Mormons.
17. Famous Trails.
18. Westward Expansion and the Civil War.

C. MEN FOR THE BIOGRAPHICAL TABLE

Thomas Jefferson, Toussaint L'Ouverture, Lewis and Clark, Pike, Jethro Wood, Fulton, McCormick, Howe, Hoe, Goodyear, Cooper, Morse, Dr. Long, Dr. Gray, Abraham Lincoln.

D. DATES FOR THE CHRONOLOGICAL TABLE

1803, 1825, 1841, 1848, 1850, 1807, 1830, 1831, 1842, 1844, 1846.

E. ILLUSTRATIVE MATERIAL

1. Make a synchronistic chart to illustrate the important events in our history during the period 1801 to 1861.
2. Make a map to illustrate territorial expansion in the United States.
3. Make a map to illustrate the movement of the Frontier Line westward--1700, 1740, 1800, 1820, 1840, 1850.
4. Collect and mount pictures to illustrate any phases of the westward movement. (Optional)

F. LIST OF REFERENCE READINGS

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5. Turner, Rise of the New West.
6. Faulkner, American Economic History, Ch. IX.
7. Turner, The Frontier in American History.
8. Sparks, Expansion of the American People
9. McMaster, History of the People of the United States, Vol. II, page 144ff.; III, 100-142, 459-496; IV, 371-428; V, 160ff.; VI; VII.
10. Roosevelt, Winning of the West. Vols. I, II, III, IV.
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12. Fite, History of the United States, 162, 210-213, 237-244, 277-278, 336, 298-310, 403-405.
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14. Woodson, The Negro in Our History, 99-123.
15. Elson, History of the United States, 373-399, 461-470, 511-527.
16. Muzzey, American History, 245-251, 328-358, 378-395.
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20. Halsey, Great Epochs, Vols. IV, V, VI, VII.
21. Sloane, The French War and the Revolution.
22. Burgess, The Middle Period.
23. Wilson, Division and Reunion.
24. Steiner, On the Trail of the Immigrant.
25. Dunbar, "Why We Behave Like Americans", Historical

Outlook, December, 1926.

G. LIST OF HISTORICAL FICTION

1. Churchill, The Crossing.
2. Hough, The Covered Wagon.
3. Altsheler, The Riflemen of the Ohio; The Quest of the Four.
4. Atkinson, Hearts Undaunted.
5. Hough, The Magnificent Adventure.
6. Grosvenor, Strange Stories of the Great Valley.
7. Howells, The Leatherstocking.
8. McCutcheon, Viola Gwyn.
9. Meader, Down the Big River.
10. Altsheler, The Great Sioux Trail; The Texan Scout.
11. White, Daniel Boone, Wilderness Scout; Blazed Trail; Gold.
12. Aplington, Pilgrims of the Plains.
13. Barton, Prairie Schooner.
14. McCarter, Vanguards of the Plains; Winning the Wilderness.
15. Sabin, Gold Seekers of '49; With Carson and Fremont.
16. Wilson, The White Indian Boy.

UNIT VI. HOW OUR NATION BECAME DIVIDED AND WAS RE-UNITED (1787-1877)

AIM: First, to show how our nation was divided and led into the Civil War by the institution of slavery and the theory of State Sovereignty; and second, to show how the nation was reunited under the Congressional plan of Reconstruction.

A. THE PRE-VIEW

He built the rail pile as he built the state,
Pouring his splendid strength through every blow:
The grip that swung the ax in Illinois
Was on the pen that set a people free.

Edwin Markham in "Lincoln, the Man of the People."

In the great drama of American History, this act spells Tragedy. As we view the onward sweep of American progress, we must pause here to witness a catastrophe. Here the young heart of America is torn asunder and the march of triumph becomes a funeral dirge. The threads, whose tangled web caused this great tragedy in our national life, were woven through the years. Not for a day, nor for a year, but for many decades, the Fates were weaving, weaving; and the warp and woof of their weaving was gory-headed Civil War.

In Unit V., we saw our young Nation in the first half of the nineteenth century march in triumph across a great continent, conquer the virgin wilderness, and plant the American flag beyond the Alleghenies, beyond the Mississippi, beyond the Rockies, out upon the edge of the great Pacific. In this Unit we shall see how pride, selfishness, and misunderstanding led to division, conflict, and Civil War.

When our new Ship of State was launched in 1787, slavery was aboard and the slaveholder was at the helm. All went well for a time. There were a few Southerners like Washington, Jefferson, and John Randolph, men with superior vision, who could see that America was headed toward dangerous reefs, but they could not guide the Ship for long. The lull continued, but it was the calm which pre-saged the gale. The first sign of the storm appeared in 1820 on the western horizon, in the controversy over the admission of Missouri, as a slave or a free state. It was then "a cloud no larger than a man's hand", but close observers like Jefferson saw lurking in it the elements of a storm. During the period 1830 to 1850 the cloud grew darker and more ominous. In the fifties the storm threatened dangerously, and in 1860 it broke in all its fury. For four long years the storm raged and the Ship of State was tossed hither and yon by angry winds and waves. Finally slavery

was thrown overboard; then the Ship of State rode out the storm in safety and peace.

As has been indicated, the fundamental cause of the Civil War was slavery. This institution beginning in Virginia in 1619, gradually grew until it existed in each of the Thirteen Colonies. There was little out-spoken opposition to slavery in the Colonies prior to the Revolution. But with the coming of the Revolution, the Declaration of Independence, and the growing belief in the inherent rights of man, together with the valiant part which the Negro played in the war, there arose in America a strong sentiment to abolish slavery. This movement became so pronounced that in the period 1777 to 1804, every State north of Maryland took steps to abolish slavery. In 1787 the Congress prohibited slavery in the Northwest Territory. Even in the southern states the anti-slavery movement grew so strong that many indulged the belief that slavery even there would soon die a natural death. But those who had reason to hope for its speedy abolition were doomed to disappointment. This epochal change in the logic of events was due to the invention of the cotton gin (1793), which made the growing of cotton very remunerative. As cotton became "king", slavery was changed from a patriarchal institution to an economic one. From this time on till the Civil War, the fate of the slave was bound up with the ticking of the stock market for cotton throughout the world.

One of the great movements in American History was the development of Nationalism. During the same period that America was expanding westward into a vast material empire of land and natural resources, she was also growing internally as a nation-state. In the Constitutional Convention of 1787 a controversy arose over the relative power of the National government and the State government. This question was settled by declaring that the National Constitution would be the "Supreme Law of the Land," and that the National Judiciary would decide points of controversy between the Nation and its component parts, the States. It seems that this declaration should have been sufficient, but for many decades there was controversy over the question as to where the power of the National government ended and that of the State government began. The men and the events that did most to establish a strong central government, and to build up the concept of Nationalism may be summed up as follows: Washington in his organization of the new government; Hamilton in his financial measures; quelling the Whiskey Rebellion; making treaties; the War of 1812; Jefferson in the Louisiana Purchase; Monroe's Tour; the "Reign" of Andrew Jackson; Webster in the Webster-Hayne Debate; and Supreme Court decisions under Chief Justice John Marshall. Through such events as these, the weak union of Thirteen States grew into a powerful nation, even stronger than the makers of the

Constitution thought possible.

Contemporary with the development of Nationalism, there came the growth of a counter concept, known as State Sovereignty. The growth of this theory was indicated by such events as the Virginia and Kentucky Resolutions, the Hartford Convention, the Nullification Ordinance of South Carolina, and the doctrines of John C. Calhoun. But the theory of State Sovereignty, in itself, would not have led to dangerous results. It so happened that at the time this theory was developing, cotton and slavery were transforming the South. In this transformation the South became more economically sectional. In Unit V we observed that the demand for cotton increased the demand of the "slave power" for the rich lands of the west. The demand for the expansion of slave territory westward met with determined opposition from the North. In the controversy which followed, economic sectionalism led to political sectionalism, and political sectionalism to conflict.

Down to 1825 the South had been strongly national, because from Washington to Monroe, the Nation had been ruled by the tobacco planters of Virginia. But by this time (1825) the Industrial Revolution had stirred the dying institution of slavery to new and vigorous life, and political leadership in the south had shifted from the tobacco planters of the south-east to the cotton planters of the far south and south-west. As cotton became "king", the south became more largely a minority section, and passionately espoused the theory of State Sovereignty as against National Sovereignty to protect its favorite institution, slavery. When in 1860, this minority section saw its power to control the Nation slip from its hands, the only remedy it saw was secession. In this way slavery and State Sovereignty led to sectionalism; sectionalism led to secession; and secession to Civil War.

As we have seen, the Northern States freed their slaves soon after the Revolutionary War. At the very time that freedom was sweeping over the North, slavery became more firmly fastened on the South because of the invention of the cotton gin (1793) and the coming of the Industrial Revolution. Freedom in the North and slavery in the South brought about a growing difference in social, economic and political conditions, and the two sections gradually drifted apart,--the North more certainly toward freedom and progress, the South more strongly toward slavery and backwardness. Had the North remained static, or nearly so, as did the South from 1787 to 1860, there perhaps would have been no Civil War, for compromise would have done its work as it did in 1787, 1820, 1833, and 1850. But in 1860 the Nation would no longer listen to the siren call of compromise; and when the "slave power" trained its guns against Ft. Sumter

and the American flag, the North rose up and put an end to slavery forever.

There was no other way to settle the controversy. It was an "irrespressible conflict", for the whole nation was in the grasp of the "slave power", which would not listen to reason. The South, consisting of a population of 12,500,000 people was dominated absolutely by 350,000 slaveholders. Seward said in 1860, that from Delaware to the Rio Grande they owned practically all the real estate, possessed nearly all the wealth and owned more than 3,000,000 human beings, body and soul. But what seems still more unthinkable is that this small minority of 350,000 slaveholders not only controlled the South, but controlled the whole nation of 31,000,000 people for forty years preceding the Civil War. In 1854, Wendell Phillips wrote: "The Government has fallen into the hands of the slave power completely. The future seems to unfold a vast slave empire darkening the whole West. I hope I may be a false prophet, but, the sky was never so dark." The calamity which Phillips feared proved to be the darkness which pre-saged a brighter day; for that year witnessed the origin of an organization that swore vengeance against the further extension of the slave empire, and which set in motion certain forces that did not stop till the tyranny of the "slave power" was broken, the moaning cry of the slave was no longer heard in the land, and the iron heel of southern planters was removed from the necks of northern free men.

The slaveholder made two fatal blunders. The first was forcing the Fugitive Slave Law on the North. By the execution of this unjust law, the cruelty and brutality of slavery were brought home to the North most vividly. The second blunder was forcing the wary by trying to break up the Union. Had not the constitution and the national government protected him and his favorite institution? Even President Buchanan, a southern sympathizer, said in his message to congress (1860), that not a single law had ever been passed that was unfavorable to the interests of the slaveholders, except the Missouri Compromise, and it was repealed. Yes, the slaveholder made a fatal blunder when he appealed from the high court of the Constitution and Government to the low court of the sword and Civil War. Such an extreme step was needless, for Lincoln declared in his first inaugural address that he had no purpose, nor the legal right, to interfere with slavery where it already existed. But the slaveholder made the South believe that in the election of Lincoln a wide chasm opened before them. In their mad delirium they made the fatal leap, and--lost all.

Buchanan's inactivity made Lincoln's problem of saving the union infinitely more difficult. When Lincoln was inaugurated March 4, 1861, seven States had already seceded, taking with them 30,000,000 worth of government property.

Eight more states were quivering on the brink of secession, four of which soon passed over. The beloved Union for which Washington fought, which great statesmen tried to preserve, and for which women prayed and men died, seemed to be falling all about him like a house of card.

Thus came the Civil War--swift, terrible, devastating. As it proceeded, it took on aspects ever gloomier, more terrible. Many valorous deeds were performed on both sides. The plan of the Southern Confederacy was one of defense. The North must invade and conquer. Only once did the South invade the North, and that time Lee's gigantic forces were hurled back at Gettysburg with such terrific losses that no further attempts at invasion were made. From this time on to the close of the war, the Confederacy fought a losing game. Gradually but irresistibly the North wound its war-ring tentacles about the struggling South till resistance ceased. The end came in April, 1865, with the surrender of Lee at Appomattox. The young nation was saved, and the Constitution had withstood the severest test ever given to any other. The old Ship of State had weathered the storm, but the captain lay on the deck dead.

Peace had come, and with it came the problems of Reconstruction. Now they had need of Lincoln as much as during the war. The problems--economic, social and political--which the Nation faced following the war, needed the wise statesmanship of Lincoln to effect their solution. But he was dead from an assassin's bullet, and his successor, Andrew Jackson, could not measure up to the demands of the hour. Congress soon became convinced that under Johnson's plan of Reconstruction the Southern States would soon re-enslave the freedmen and that the most important fruits of the war would be lost. So Congress, under the leadership of Charles Sumner in the Senate and Thaddens Stevens in the House, took up the work of Reconstruction. To protect the Negroes in their newly acquired rights as freemen, and to remove the possibility of having to fight the war all over again, Congress added to our Constitution, the 13th, 14th, and 15th amendments, and backed them up with the military forces of the United States. Finally the South acquiesced, and peace once more reigned throughout the Union.

It remains to give the results of this terrific conflict. In this struggle between two distinct ideals of civilization, the United States moved swiftly forward marked by important milestones of progress:

1. Slavery was abolished, and 4,000,000 human beings were given the opportunity to develop their own personalities in their own way.
2. It preserved the Union, and destroyed forever the idea of secession.
3. It revolutionized political life in America by

- removing control of the Nation from the selfish grasp of the "slave-power."
4. It revolutionized the economic life of the south by giving the "poor whites" an opportunity to reap the fruits of labor.
 5. It enlarged the Constitution by the addition of the 13th, 14th, 15th amendments.

Among untoward results may be mentioned the following:

1. About 700,000 men lost their lives, and 600,000 more were maimed for life.
2. It cost about \$8,000,000,000. The cost of the war for ten months would have purchased every slave and set him free without war, had the South been willing to accept, Lincoln's proffered "Compensated emancipation."
3. It is impossible to measure all the losses, for the South suffered more than can ever be known. Even-handed Justice demanded heavy toll. The South had violated that eternal law, as old as civilization, "In the sweat of thy face shalt thou eat bread," and Nemesis would not be satisfied till every wrong was avenged.

As you gather your material for this Unit, see how angry passion usurped the place of reason, even as the "slave-power" usurped the power of the Nation for forty years preceding the war.

Questions Based On The Pre-View

1. Give the aim of this Unit.
2. In what way is the theme of this Unit vitally different from that of any other in the course?
3. How did slavery become an institution peculiar to the South? How did it affect the South?
4. Give meaning of Nationalism. Explain how it developed in the United States.
5. Give meaning of State Sovereignty. Explain how the theory developed.
6. Explain how slavery led to the Civil War.
7. What part did State Sovereignty play in causing the Civil War?
8. Show that the Nation was dominated by slave-holders.
9. What two fatal blunders were made by the "slave power"? Explain.
10. How did President Buchanan contribute to the difficulty of saving the Union?
11. What was the decisive battle of the struggle? Why?
12. Who restored the States to the Union? Why?
13. Give several important results of the Civil War.

B. Problems and Projects

Group I. General Problems

Problem 23. Slavery and Its Influence Upon Our Nation.

1. What are the two fundamental factors which caused the division of the nation?
2. What was the attitude toward slavery at the beginning of our nation in 1787? (154)
3. What economic factors brought about a change in attitude toward slavery soon after 1787? (156, 244, 289-290)
4. The Missouri Compromise.
 - a. Why did the slavery question become important when Missouri applied for admission into the union in 1820? (254)
 - b. How was the controversy settled? (255-6)
 - c. What did this controversy indicate? (257)
5. Describe treatment of the slaves. (327-9)
6. Opposition to slavery.
 - a. What groups in the north opposed slavery prior to 1850. (295-7, 324)
 - b. On what grounds was slavery opposed? (331)
7. Compromise of 1850.
 - a. What was the significance of the Wilmot Proviso? (332-3)
 - b. What was the issue in the slavery struggle after 1850? (330-1)
 - c. Give the terms of the compromise of 1850. (332-6)
8. Kansas-Nebraska Bill (339-45)
 - a. In what sense was this bill a breach of faith?
 - b. Give four important effects of the Kansas-Nebraska Bill.
 - c. On what principle was the present Republican party founded?
9. Dred Scott case. (348-50)
 - a. State facts in the case.
 - b. What was fundamentally wrong about Taney's decision?
 - c. Give three important effects of the decision.
10. Describe the Lincoln-Douglas Debates, including:
 - (a) the occasion; (b) points at issue; (c) meaning and importance of the "Freeport Doctrine;" (d) influence on subsequent history. (352-5)
11. Describe the election of 1860, giving parties, platforms, candidates, result.
12. Show how each of the following helped to bring on the Civil War: (a) Fugitive Slave Law; (b) "Uncle Tom's Cabin"; (c) Kansas-Nebraska Bill; (d) Dred Scott Case. (337-341, 350)

Problem 24. The Constitution On Trial.--Secession. (Nationalism Assailed)

1. On what theory was the secession movement based?

2. Where do we find the source of the State Sovereignty theory? (166-168)
3. What is meant by State Sovereignty?
4. Give instances of assertion of sovereignty by a State in each of the following periods: (a) 1790-1800; (b) 1810-1820; (c) 1830-1840; (d) 1850-1860. (211, 232, 272-4, 371)
5. Explain the theory of nullification; of secession.
6. Compare Webster and Calhoun as representatives of opposing ideas of government. (271-2, 253)
7. Describe the Webster-Hayne Debate, including: (a) the occasion; (b) points at issue; (c) influence on subsequent history. (270-2)
8. What was the leading issue in each of the presidential elections of 1832, 1844, 1850, 1860? (276, 301, 346-8, 357)
9. What were the causes that led the south to secede in 1860? (370-1)
10. Briefly state how secession was effected. (371-3)

Problem 25. The Constitution Under Fire.--Civil War.
(1861-1865) (Nationalism Preserved)

1. Election of Lincoln
 - a. Why was Lincoln's election so important an event in American History? (357, 370)
 - b. Did the South have need of any immediate fear from Lincoln as President? (375-6)
2. Fort Sumter (376-7)
 - a. What was the situation at Fort Sumter?
 - b. Why was Lincoln's attitude toward the relief of Fort Sumter crucial?
3. The Civil War
 - a. Classify the main causes of the war as (1) remote, and (2) immediate.
 - b. State the four objectives of the north in the war. (387)
 - c. Briefly describe the battle of the Monitor and the Merrimac, and state why it was important. (392)
 - d. Give two reasons why the battle of Antietam was important. (394-5)
 - e. Why was the battle of Gettysburg the decisive battle of the war? (398)
 - f. Why was the battle of Vicksburg so important? (398-9)
 - g. Why was the siege of Richmond important? (403-5)
 - i. Give four important results of the Civil War. (407, 409, 423)
4. The Emancipation Proclamation. (395-7)
 - a. When and under what circumstances was the Emancipation Proclamation issued?

- b. Explain the Proclamation.
- c. Why was it important?

Problem 26. The Constitution Enlarged.--Reconstruction. (1865-1877) (Nationalism Strengthened)

1. What were the three chief problems of Reconstruction? (420)
2. What was Lincoln's plan of Reconstruction? (420-421)
3. What was Johnson's plan of Reconstruction? (422-424)
4. The Thirteenth Amendment. (423-424)
 - a. Explain its meaning.
 - b. Give two reasons why it was necessary.
5. Give the five main provisions in the Congressional Plan of Reconstruction. (427-428)
6. How did this plan differ from those of Lincoln and Johnson?
7. What most important changes in our Constitution were brought about during Reconstruction? Did the changes constitute a revolution? (423, 426-7, 432-3)
8. The Fourteenth Amendment. (426-7; Constitution, Article XIV of Amendments)
 - a. Why and when was it added to our Constitution?
 - b. What important rights does it give the freedmen?
 - c. What two limitations did it place on the south?
9. The Fifteenth Amendment. (432-3)
 - a. Why and when was it added to our Constitution.
 - b. Explain its meaning.

Group II. Special Problems

1. What was the greatest curse of slavery?
2. What change in the slavery question began to take place about 1800? Why?
3. Name and describe the efforts of the Negro to be free prior to 1860. (Consult Woodson, Brawley, and others.)
4. Name three men who were active in opposing the spread of slavery, and state what each did.
5. Show that the Civil War was an irrespressible conflict."
6. On what ground would you justify the "Underground Railroad"?
7. On what theory was the secession movement based?
8. What is the logical sequence of the doctrine of state sovereignty?
9. What tendencies toward disunion had there been prior to 1860? (See references for question 4, Problem 24.)
10. Why did Webster's "Seventh of March" speech make him so unpopular?
11. Is Whittier's criticism of Webster in "Ichabod" too severe?

12. Show how the following factors contributed to the downfall of the Southern Confederacy: (a) the naval blockade; (b) the opening of the Mississippi River; (c) the Emancipation Proclamation; (d) foreign migration; (e) battle of Gettysburg.
13. On what three principles would you justify the Civil War?
14. Out of what conditions did the 13th, 14th, and 15th amendments grow?
15. Are nullification and secession now specifically forbidden by the Constitution? By act of Congress? By Supreme Court Decision? How, then?
16. Why may it be said that the results of the Civil War represented a "triumph of Webster over Calhoun"? "Triumph of Garrison over Taney?"
17. Briefly show how the Negro has met the challenge of freedom.
18. What three important barriers to the development of Nationalism have existed under the Constitution, and how has each been broken down?
19. Briefly show that the Constitution has proved itself an adequate government for the people of the United States.
20. Give meaning of the following: "Compensated Emancipation"; "Forty acres and a mule"; "Freedman's Bureau"; "Black Codes".
21. In what sense may the Civil War be called the "Second American Revolution"?
22. What was the main weakness in the Reconstruction plans of Lincoln and Johnson?

Group III. Projects

1. The Negro in the Civil War.
2. Abraham Lincoln.
3. Lincoln and the Constitution.
4. The Assassination of Lincoln.
5. Frederick Douglass.
6. Efforts of the Negro to be free.
7. Charles Sumner.
8. William Lloyd Garrison.
9. Harriet Beecher Stowe.
10. Gettysburg.
11. Lincoln's Gettysburg Address.
12. The Emancipation Proclamation.
13. Lincoln's Reply to Greeley's "Prayer of Twenty Millions".
14. The Fourteenth Amendment.
15. "Grandfather Clauses" in the Southern State Constitutions.
16. Recent victories won by the Negro before the Supreme Court of the United States.
17. Slavery and the Constitution.
18. Important Negroes during the Reconstruction Period.

19. L'Amistad Case (Brawley).
20. Seward and "The Higher Law."
21. The Last Words of John Brown.
22. "The Liberator."
23. Lincoln and Slavery.
24. "Uncle Tom's Cabin."

C. MEN FOR THE BIOGRAPHICAL TABLE

Clay, Webster, Calhoun, Whittier, Lowell, Sumner, Phillips, Stowe, Douglass, Douglass, Garrison, Nat Turner, Denmark Vesey, John Brown, Harriet Tubman, Dred Scott, Sojourner Truth, Lovejoy, Lincoln, Grant, Sherman, Meade, Lee, Greeley, Thaddens Stevens, Benjamin Wade.

D. DATES FOR THE CHRONOLOGICAL TABLE

1793, 1800, 1820, 1822, 1831, 1846, 1850, 1852, 1854, 1857, 1858, 1859, 1860, 1787, 1798, 1814, 1830, 1832, 1860; April, 1861; September 22, 1862; March, 1862; January 1, 1863; July, 1863; April, 1865; December, 1865; 1868, 1870.

E. ILLUSTRATIVE MATERIAL

1. Make a drawing to illustrate how our nation was divided and reunited, 1787-1877.
2. Make a map showing the United States in 1850.
3. Make a map showing the Kansas-Nebraska Act, and the United States in 1854.
4. Make a map to illustrate the secession movement.

F. LIST OF REFERENCE READINGS

1. Forman, 166-433 (In parts).
2. Muzzey, American History 303-502
3. Muzzey, Readings in American History 205-212, 243-246, 270-8, 291-311, 318-22, 340-353, 359-468.
4. West, History of the American People 434-599.
5. James and Sanford, American History.
6. Burgess, The Middle Period.
7. Burgess, The Civil War.
8. Burgess, Reconstruction and the Constitution.
9. Elson, History of the United States, 498-794.
10. Greely, The American Conflict.
11. Schouler, History of the United States under Cons.
12. Wilson, Division and Reunion.
13. Rhodes, History of the United States, Vols. I-IV.
14. Hart, Slavery and Abolition (American Nation Series) 1-323
15. Hart, Formation of the Union.
16. Bogart, Economic History of the United States.
17. Coman, Industrial History of the United States, 269-312
18. Hart, Contemporaries, Vols. III and IV.
19. Halsey, Great Epochs in American History, Vols. IV to IX

20. Woodson, The Negro in Our History 15-261.
21. Woodson, the Journal of Negro History (See Indexes).
22. Brawley, Social History of the American Negro 1-286.
23. Tarbell, Abraham Lincoln Vol. I-II.
24. Herndon, Lincoln.
25. Douglass, Life and Times of Frederick Douglass.
26. James, Readings, 331-497.
27. Fite, History of the United States, 203-204, 284-291, 297-425.
28. Beard, Rise of American Civilization, II, 3-121, 442-448, 474-481.
29. Smith, Parties and Slavery, 3-304.
30. Channing, History of the United States, Vol. Vi, 1-637.
31. Tourgee, Fool's Errand.
32. Sinclair, The Aftermath of Slavery.

G. LIST OF HISTORICAL FICTION

1. Stowe, Uncle Tom's Cabin.
2. Churchill, The Crisis.
3. McCarter, A Wall of Men.
4. Lynn, Free Soil.
5. Tooker, The Middle Passage.
6. Altsheler, The Guns of Shiloh; The Rock of Chickamauga; The Star of Gettysburg; The Sword of Antietam; The Tree of Appomattox.
7. Andrews, The Perfect Tribute.
8. Bacheller, Father Abraham; A Man for the Ages.
9. Crane, The Red Badge of Courage.
10. Eggleston, The Bale Marked Circle (X); The Warrens of Virginia.
11. Fox, Little Shepherd of Kingdom Come.
12. Johnson, The Long Roll; Michael Forth.
13. Mitchell, Roland Blake.
14. Singmaster, A Boy at Gettysburg; Gettysburg.
15. Trowbridge, The Drummer Boy.
16. Eggleston, The Graysons.

UNIT VII. AMERICAN LIFE BECOMES INDUSTRIALIZED (1815 to the Present)

AIM: First, to show how our present industrial system developed; and second, to gain an understanding of the most important economic, political and social problems of the present day.

A. THE PRE-VIEW

A worship new, I sing;
Your captains, voyagers, explorers, yours!
You engineers! you architects, machinists yours!
You, not for trade or transportation only,
But in God's name, and for thy sake, O soul.
Whitman, in "Passage to India."

This Unit deals with the development and full fruition of a movement which most profoundly affects every phase of American life today. This movement--the industrialization of American life--not only vitally influences, but absolutely dominates our social, economic, and political life, and demands the attention alike of the most humble workingman, the richest Wall Street broker, the most profound statesman, the most progressive clergyman, and the wisest social reformer. It affects you, your education, your future. It vitally affects your parents, their work, their home life, their comforts and conveniences. In fact, there is no normal individual in America whose very life is not dominated by this all-important movement in our history.

The motive force back of this movement which has completely transformed civilized life in a little more than a century, is known as the Industrial Revolution. This movement started in England in the latter part of the 18th century. From there it soon spread to France, Germany and other European countries. It made its appearance in America early in the 19th century, and before the dawn of the twentieth century, life here was completely transformed.

There are certain definite elements which characterize this movement, and make it stand out as unique in the history of the world. In the last one thousand years there have been four great revolutions, each of which has enabled mankind to move forward into a freer, larger, more abundant life. First, was the Renaissance, which revolutionized thinking, and freed men's minds from the appalling ignorance of the Dark Ages; next came the Protestant Reformation, which revolutionized religious thought, and freed men's consciences from the dominance of papal authority; then came the French Revolution, which revolutionized political thought, and set in motion certain forces which ultimately led to the spread of democratic ideas throughout the civilized world; the fourth was the Industrial Revolution, which has revolutionized men's lives and their methods of work.

The first three revolutions mentioned above were brought

about through the activities of great scholars, such as Dante, Petrarch, Bocaccio; great theologians, such as Erasmus, Luther, Calvin; great philosophers and politicians, such as Rousseau, Montesquieu, Robespierre. The last great revolution--the Industrial--was brought about by machinists and inventors, such as Hargreaves, Crompton, Watt, Whitney. While Washington was fighting to make America independent of England, and Napoleon with blood and thunder was remaking the map of Europe, humble laboring men were quietly working with pulleys, wheels, and combustion chambers to bring about the greatest revolution known to man.

In this seventh scene of the great American drama, the chief actors are inventors and business men. In the first scene, great adventurers like Columbus and Magellan held the stage; in the second, great religious enthusiasts like Winthrop and Penn; in the third, fourth, fifth, and sixth scenes, great statesmen and soldiers, such as Washington, Hamilton, Jefferson, Lincoln and Grant dominate the stage. But in this scene, the personnel completely changes. Instead of the rule of statesmen, scholars, and warriors, we have here the dominance of American life by great financiers such as the Rockefellers, the Morgans, the Hills, the Goulds, the Vanderbilts, and the Astors.

For convenience, the Industrialization of American life may be divided into the following four periods:

- (1) The Period of Preparation, 1789-1815.
- (2) The Period of Growth, 1815-1865.
- (3) The Period of Supremacy, 1865-1900.
- (4) The Period of Restraint, 1900-1929.

The Period of Preparation (1789-1815)

During the latter part of the 18th century, while the young American nation was still in its swaddling clothes, and France was giving to the world her great social and political revolution, England was quietly working out even a greater revolution, which was to change the work and daily life of men, women, and children of the whole world.

The first changes came in methods of manufacturing. Our life and work today differ more widely from those of the people in the time of the American Revolution, than their life and work differed from those of the men who lived in the valley of the Nile five thousand years earlier. If King Khufu, the builder of the Great Pyramid, 3000 B. C., had visited Washington at Mt. Vernon in 1789, he would have recognized the familiar ways of raising grain, of making thread, of weaving cloth, and of carrying surplus products to market that he used in ancient Egypt, and so it was with every phase of one's daily life. Contrast our work and living conditions today with those of Washington's day! The multitude of changes overwhelms one.

The Industrial Revolution was ushered in by such inventions as the spinning "jenny", the roller spinner, and the

spinning "mule". Larger machines demanded greater power, and thus the steam engine came into use. By the application of steam the hand loom now gave way to the power loom. To meet the greatly increased demands of the spinners and weavers, the cotton gin was invented. By means of these mechanical inventions, the production of certain manufacturers was increased unmeasurably. One man in 1800 could weave more cloth than two hundred could in 1770. This increased production gave rise to a demand for better means of transportation, and the steamboat was an immediate result. The demand for marketing the increased production and the improved means for transportation led to competition for markets at home and abroad. Thus, by 1800 the Industrial Revolution was well established in Europe, and had already begun the transformation in the lives and work of men.

The Period of Growth (1815-1865)

In 1815 the Industrial Revolution was just getting under way in America. The War of 1812 had cut off the sale of English manufactures in America. American capital in response to the demand for manufactured goods began to find its way into industrial concerns. Congress passed protective tariff laws to protect these "infant industries" from foreign competition, and every community in the north soon began to buzz with the hum of industry. The domestic system of industry, which from time immemorial had been the only means of manufacturing, rapidly gave way to the factory system. The factory system led to the shifting of population from rural to urban communities and the rapid growth of towns and cities was the result.

Besides the factory system, three other outstanding movements characterize the industrial progress of this period: Improvements in agriculture, improvements in transportation and communication, and the development of "captains of industry." Improvements in agriculture took the form of the iron plow, the reaper, and the threshing machine, which displaced methods that had been in use for thousands of years. In response to the demands of both manufactures and markets, transportation and communication answered the call for quicker and better service. As a result highways, canals, railroads, ocean-going steamships, the telegraph and the Atlantic Cable came into existence. The successful operation of factory of railroad, of steamship, of telegraph lines, required large sums of money, and thus came into existence the "captains of industry." These movements together with other inventions, such as the match, the cook stove, the sewing machine, the rotary press, vulcanized rubber, and anaesthetics completely revolutionized American life during the half century between the War of 1812 and the Civil War.

The Period of Supremacy (1865-1900)

This period marks the growth and development of giant corporations--great combinations of capital--that applied

the inventions and improvements of the preceding periods to the utilization and exploitation of America's vast natural resources. As a result huge fortunes were built up, and the power of the capitalist was felt throughout the land. The great cataclysm--the Civil War--that put an end to the rule of the Southern planter forever in 1865 marked the beginning of the rule of the Northern plutocrat. During the period 1865 to 1900 the money power dominated the political and economic life of America very much as did the slave power for forty years prior to the Civil War. The "money kings"--the Rockefellers, the Morgans, the Hills, the Vanderbilts, the Astors, the Goulds--are the men of great power and prestige. Not a single statesman of influence of the first rank arose during the period. Hence, the "money kings", unhampered by the national government and even aided oftentimes by the nation's representatives, used their great powers to control legislation in the interest of "big business", and to pile up still vaster fortunes for themselves through the voracious exploitation of the Nation's natural wealth. So constantly did gold pour into the coffers of the very rich, and so flagrantly was it used by them to mold public policies to fit their own selfish purposes that this period became known as the Gilded Age.

The outstanding features of this period were as follows:

- (1) First, as has been indicated, the formation of giant corporations. In the preceding period--in the time of the captains of industry"--the policy of big businesses had been to compete among themselves for the favor of the public. In this way the people's economic rights were safeguarded, and only moderate fortunes were built up. On the other hand, during this period huge business concerns combined their already swollen fortunes into giant monopolies, or trusts, whose one purpose was to prevent competition and control production and prices by destroying all smaller concerns that attempted to do business in an independent way. The most dangerous trusts were Standard Oil, U. S. Steel, the Sugar Trust and the Coal Trust.
- (2) A gradual drifting of the wealth of the country into the hands of the few. Prior to the Industrial Revolution, the wealth of the country was comparatively well distributed, there being no great extremes of wealth and poverty. Compare the situation then with the conditions we find in our own day. The Federal Trade Commission made the following report in 1915: 2 per cent of the people--the Rich--own 60 per cent of our entire wealth. 65 per cent of the people--the Poor--own 5 per cent of our entire wealth. Only the "Middle Class" is in relative proportion, 33

per cent of the people owning 35 per cent of the wealth. In 1761 there were three millionaires; in 1897 there were three thousand eight hundred.

- (3) "Big Business" defies the Government. The railroads, the Standard Oil Trust, and other corporations declared that their business was private enterprise and not subject to control by either the State or the Nation. They insisted on being let alone, and very little was done during the period to curb their destructive policies.
- (4) Great inventions were created. The cable, the telephone, improved means of illumination, discovery of oil, improved devices for railroad transportation, etc., aided more fully the undustrializing process.
- (5) Organizations of labor. To protect themselves from low wages, long hours and poor working conditions, the working classes organized themselves into unions on a much larger scale than during the preceding period. The Knights of Labor, the American Federation of Labor and the Granger movement arose to combat the rapacity of corporations. As a result, strikes, riots, lockouts, boycotts, and injunctions were frequent. So constantly was there trouble between Capital and Labor during the years 1865 to 1875 that men wondered if the Republic that had withstood the storm of the Civil War might not be destroyed by social wars.

What were the factors that brought about this great change in our national life? What were the motive forces back of this new industrial era which enabled the "money kings" to usurp the power of statesmen in guiding the destiny of the nation? Careful analysis shows that the forces were both economic and political:

- (1) The Capitalists' opportunity following the Civil War. The close of the Civil War in 1865 which left the South financially prostrate, found the North ready and prepared to enter upon an unprecedented era of economic prosperity. Not all the men had gone to the war to preserve the Union. Many had remained at home and profited by it. Not one of the men--Rockefeller, Armour, Vanderbilt, Hill, Gould or Morgan--who were to become "Napoleons of finance"--during the period took any part in the war. At a time when the life of the nation hung in the balance, and most men of the North were offering themselves upon the altar of their country, Armour was starting his first million with favorable government contracts to furnish meat for the soldiers; Vanderbilt, Hill, Gould, and Morgan were attaching to themselves great banking institutions,

railroads and steamship lines. In 1865, at a time when Grant was receiving the surrender of Lee, and Lincoln was making the supreme sacrifice with his life, Rockefeller was laying the foundation for the Standard Oil Company in Cleveland, Ohio.

- (2) The long "ring" of the "money kings". When one wonders at the vast power and commanding influence of the "money kings" during the period under discussion, he needs only to think of the long period of time they had to mature their plans and to work their will. They were more powerful than government officials because the tenure of office of government officials was so short. Presidents came and Presidents went, but the "money kings" stayed on forever. For three quarters of a century the "House of Morgan" and the "House of Rockefeller" have been names to conjure with in the life of American finance and politics. Not a single statesman arose during the period who had sufficient ability or the inclination to curb their power or to lessen their control.
- (3) Our vast natural resources. Including Alaska, the United States has more than 3,600,000 square miles of territory, an area almost equal to the whole of Europe. Mineral wealth, metals, timber, water-ways, and the like are unsurpassed by any other land. Possession of these natural resources was easily obtained by men of wealth and influence. Congress gave to two railroads alone--the Union Pacific and the Northern Pacific--76,000,000 acres of the public domain with all natural resources, an area equal to that of all New England, Pennsylvania and New Jersey combined. A total of 150,000,000 acres of public land were given to corporations during the period 1847 to 1872.
- (4) High Protective Tariff laws. The Republican Party was in power during this period except for a brief time under Cleveland, and the high tariff duties they placed on imported goods protected the profits of American capitalists by lessening competition from abroad. At the same time cheap foreign labor poured in through wide open gates of immigration to man the mills, forges and looms, and native American labor was forced to accept wages determined by highly competitive conditions.

Thus we see that both nature and the law-makers danced to the tune played by the money power. Many leaders saw the dangerous drift of affairs, but scarcely anything was done. The socialists were active; and the voices of Henry George, Compers, and Bryan were raised in protest, but they were as "one crying in the wilderness". Their warnings could hardly be heard above the music of the "money kings" in their gilded palaces.

The Period of Restraint, (1900 to the Present)

The golden stream of wealth continued to pour into the laps of the industrial magnates during this period in even greater volume than during the Gilded Age. The great forces of the industrial era which assured supremacy to the money kings during the preceding period, increased in strength during the opening decades of the present century. Manufactured products increased from 11,000,000,000 in 1899 to 61,000,000,000 in 1933. According to Beard, the number of millionaires increased from 3,800 in 1897 to 42,554 in 1919. Seventy-four of these millionaires had annual incomes of more than \$1,000,000. By 1902 nearly one third of the total production of all industries, excluding agriculture, was under the control of trusts.

A new series of inventions now came to the front. The automobile, the airplane, the moving picture, and the wireless telegraph that were invented during the closing years of the nineteenth century now occupied first place on the stage in the twentieth. The plutocrats of the Gilded Age who had made their millions in railroads, mines, and factories, were now being surrounded by a fresh set of millionaires who had made their wealth in motor cars, motion pictures, and electrical appliances.

Despite the great increase in millionaires and the continued growth of still larger corporations, this period shows a decided improvement in our industrial conditions. Since 1900 there has been a decided trend toward Social Democracy. Great social forces set in motion by continued wrong and injustice during the Gilded Age finally broke upon the citadel of Capitalism. This righteous movement in our national life was championed by two dynamic political leaders--Theodore Roosevelt and Woodrow Wilson. As a result, stronger ant-trust legislation was passed and favorable Supreme Court decisions were obtained, which rendered less dangerous the "money kings" of America. Their doctrine of "let us alone" which they so brazenly hurled at the Government and the people during the Gilded Age is now giving way to the theory of public interest. The highest point in the Gilded Age was reached in 1380. Such changes have come since then, that, had they all come at once, it would have been called a revolution. As it was, we call it reform.

Along with these great changes, have come real prosperity to the people. Nowhere else in the world does the common man possess so many of the comforts, conveniences, and luxuries of life. In 1933, the 25,000,000 families in the United States owned 20,000,000 motor cars, 15,000,000 telephones, and 3,000,000 radios. That the American people own eighty per cent of all the motor cars in the world is an indication of material well-being far above the average elsewhere.

Aside from the evidences of material prosperity mentioned above, the American people have displayed a wonderful spirit of benevolence and generosity. The keynote of

this new century is "uplift and service". More than \$2,000,000,000 have been given for benevolent purposes since 1900. Rockefeller, Carnegie, Russel Sage, and many others have given generously of their millions to promote education, to eradicate disease, and to relieve suffering.

But Americans are not yet satisfied, and they should not be. The masses of the people do not yet receive a fair distribution of the nation's wealth. Many theories are being advanced which claim to be panceas for our industrial ills, the most important of which are Socialism, Communism, and Industrial Democracy. Something is still vitally wrong with our industrial system. The problem is before us, and like other problems that have plagued the human race, can be solved. Education of the masses for social efficiency will play an important part in the solution. But the spirit of fair play and faith in the practicability of the Golden Rule must dominate both the capitalist and the laborer before any practical solution will be found. What America needs most at present are some great social philosophers who can survey American society from top to bottom, interpret its problems, formulate a solution, and then so guide the great social and political forces for human betterment that a system founded on justice and right will be instituted to take the place of present Chaotic condition. When Greed and Selfishness are forced to abdicate the throne and yield to the Empire of the Spirit, then the solution will be easy, and America will achieve her destiny as a leader of Democracy throughout the world.

Questions Based On The Pre-View

1. State the aim of this Unit.
2. How important is this subject?
3. How does the Industrial Revolution differ from all other revolutions in history in results and personnel of leadership?
4. Name the four periods into which this Unit is divided?
5. State the chief characteristics of each period.
6. Account for the great power and influence of the "money power" in the third period.
7. Show that since 1900 there has been improvement in our industrial conditions.
8. How do you account for the change?
9. Point out some of the good things that have come as a result of the Industrial Revolution.
10. What does America most need at present?

B. PROBLEMS AND PROJECTS

Group I. General Problems

Problem 27. The Origin Of The Industrial Revolution.
(18th century)

1. What laid the foundation for the present industrial life in the world?
2. Give the meaning of the Industrial Revolution.
3. When and where did the Industrial Revolution have its origin? (155-156)
4. What did it supersede? (67, 156)
5. Explain the meaning of the Domestic System.
6. What are the three basic inventions which marked the beginning of the Industrial Revolution? (156)
7. Name the inventor, give the date, and state the importance of each of the inventions mentioned in question 6.
8. State the chief characteristics of the Industrial Revolution. (289-290)

Problem 28. The Origin And Growth Of The Industrial Era In America. (1815-1865) (Age of Steam)

I. Development of "Captains of Industry."

1. How did the Napoleonic Wars and the War of 1812 cause the Industrial Revolution to begin in America? (253-236, 289-291)
2. What are the two main characteristics of this period?
3. Name ten basic American inventions during the period, giving name of inventor, importance, and date of each. (311-313)

II. Development of Monopolies (1865 to the Present) (Age of Electricity)

1. What are the two main characteristics of this period?
2. Name ten basic inventions, giving name of inventor, importance, and date of each. (456-459, 558-561)

Problem 29. "Big Business" And The American Nation (1865 to the present)

I. Corporations Become Supreme in America (1865-1900)

1. Give three serious abuses of railroads in the seventies. (445)
2. What is a corporation? (478)
3. When did corporations originate in America? Why?
4. State three advantages of a corporation. (479)

5. State three dangers in corporations.
6. Show how the corporation triumphed over the small producer. (481)
7. Give meaning of a "trust." (482)
8. Why did trusts originate? (481-2)
9. Name some early "trusts." (482) Do they exist now?
10. What were the first fruits of the "trusts"? (482-3)
11. Give meaning and function of the Interstate Commerce Commission. (483-5)
12. What did the Sherman Anti-trust Law attempt to do. Did it succeed? (503, 536, 564)

II. The People Versus Privilege.

1. Why was there no labor problem in the United States in 1783? (156-7)
2. What were the labor conditions about 1840? (290)
3. When did labor unions begin in America? What was their program? (295)
4. What was the labor situation about 1870? (444)
5. Why did Labor combine? (485)
6. What were the Knights of Labor? (485)
7. What is the American Federation of Labor? (486-7)
8. What weapons has Labor used to better its conditions? (487-8, 508-9)
9. What weapons has Capital used to defeat the objects of labor? (509-10, 372)
10. What remedy did Henry George propose to help Labor? (488)
11. Give meaning of "Collective bargaining." (538)
12. Do we have a national Child-labor law? Why? (552-3)
13. What is the purpose of the Railway Labor Board? (600-601)

III. The Government Versus Privilege (1900 to the Present)

1. Discuss the growth of trusts by 1902. (535)
2. What did Roosevelt do to break the power of the trusts? (536-7)
3. What trusts were dissolved during Taft's administration? (564-5)
4. What three important things does the Clayton Anti-trust Law attempt to do? (571-2)
5. Has the Sherman Law been a success? Why? (572-3)
6. What was the main purpose of the Progressive movement? What interfered with its success? (573)

Group II. Special Problems

1. How do you account for the extraordinary industrial progress of America?
2. What was the theory of the relation of government to business prior to 1900? What is it at present?

3. How has the Protective Tariff contributed to the growth of "big business"?
4. How has the Protective Tariff contributed to the prosperity of the workingman?
5. Give argument for and against a protective tariff.
6. What was the effect of each of the following on our tariff policy: (a) the war of 1812? (b) the Civil War? (c) Cleveland? (d) Republican supremacy in 1897? (e) Wilson?
7. What provisions in the Constitution give Congress power to (a) regulate railroads? (b) provide for a merchant marine? (c) pass anti-trust laws? (d) levy protective tariffs?
8. Give meaning of "watered stock". Why unjust?
9. Give some important economic influences of the Industrial Revolution.
10. Give some important social influences.
11. Give one spiritual influence.
12. How is the question of immigration related to the problem of Capital and Labor?
13. What is the Government doing to restrict immigration?
14. How has the industrialization of American life influenced the Constitution?
15. What outstanding problems of American life have been created by the Industrial Revolution?
16. The following have been proposed as solution for our industrial ills: Socialism, Communism; Industrial Democracy. Explain each.
17. What do you think of Henry Ford's policy?
18. What do you think of Arthur Nash's experiment?
19. Show that Jesus was a great social reformer.
20. Can the Golden Rule be applied to the solution of our industrial problems?
21. Can poverty be banished? Give reason for your answer.
22. Is it possible to understand American life today without understanding the Industrial Revolution? Explain.

Group III. Projects

1. Henry George and the Single Tax.
2. The Industrial Revolution and its influence.
3. The steam engine.
4. The vulcanizing of rubber and its influence on modern life.
5. Electrical inventions and their influence on modern life.
6. The movie and its influence on modern life.
7. Steel and its influence on modern life.
8. The radio and its influence in modern life.
9. Origin and development of labor organizations.

10. The Federal Trade Commission.
11. History of the Tariff in the United States.
12. Industrial Reforms, 1898-1928.
13. The motor car in modern life.

C. MEN FOR THE BIOGRAPHICAL TABLE

Roosevelt, Taft, Wilson, Gompers, Walt Whitman, Lowell, Robert Owen, Karl Marx, W. J. Bryan, Henry George.

D. DATES FOR THE CHRONOLOGICAL TABLE

1881, 1886, 1887, 1890, 1914, 1919, 1920, 1921.

E. ILLUSTRATIVE MATERIAL

1. Make a chart illustrating the fluctuations of the tariff since 1789.
2. Make a collection of pictures, cartoons, and news items to illustrate phases of this Unit.

F. LIST OF REFERENCE READINGS

1. Forman, Advanced American History, 56, 155-7, 235-6, 289-91, 311-313, 456-9, 444-5, 478-488, 509-10, 535-61, 564-5, 571-3, 600-601.
2. Beard and Beard, History of the United States, 295-315, 401-13, 460-6, 371-87.
3. Bogart, Economic History of the United States
4. Coman, Industrial History of the United States, 175-206, 285-307, 313, 372.
5. Dewey, Financial History of the United States.
6. Elson, History of the United States.
7. Hughes, Problems of American Democracy.
8. James and Sanford, American History.
10. Taussig, Tariff History of the United States.
11. Thompson, The Age of Invention.
12. Walker, the Making of the Nation.
13. Hart, Contemporaries, Vol. III, IV.
14. Halsey, Great Epochs in American History, Vol. IX, X.
15. Greenan and Meredith, American Democracy, 299-312, 315-329, 332-447.
16. Ogg, National Progress.
17. Any European History dealing with the Industrial Revolution.
18. West, History of the American People, 447-75, 603-30, 646-707.
19. Henry George, Progress and Poverty.

20. Morse, Causes and Effects in American History, 127-54, 238-48, 285-89.
21. Muzzey, American History.
22. Muzzey, Readings, 278-87, 480-85, 526-32, 542-5, 566-71, 586-91.
23. Beard, Rise of American Civilization, Vol. I, 728-724; Vol. II, 166-343, 383-479, 538-608, 713-800.
24. Sullivan, Our Times, 215-613.
Lloyd, Wealth and Commonwealth.

G. LIST OF HISTORICAL FICTION

1. White, A Certain Rich Man; In the Heart of a Fool.
2. Churchill, Coniston; Mr. Crewe's Career.
3. Cooke, The Power and the Glory.
4. Spearman, The Mountain Divide.
5. Norris, The Pit; The Octopus.
6. Klein, The Lion and the Mouse.
7. Sinclair, The Jungle.
8. Bellamy, Looking Backward.
9. Bacheller, Cricket Heron.
10. Dickens, Martin Chuzzlewit.
11. Eggelstörn, The Hossier Schoolmaster.
12. Watt, Nathan Burke.
13. Crane, The Red Badge of Courage.
14. Harris, The Bomb.

UNIT VIII. THE UNITED STATES AS A WORLD POWER (1898 to the present)

AIM: To show how the United States has risen from a place of obscurity and weakness to one of pre-eminence and power among the nations of the world.

A. THE PRE-VIEW

Empire unsceptered! what foe shall assail thee,
Bearing the standard of Liberty's van?
Think not the God of thy fathers shall fail thee,
Striving with men for the birthright of man!
Holmes in "Union and Liberty".

The United States is today, perhaps, the greatest nation in the world. The respect due a great and powerful nation is universally accorded her. Her flag is respected on every sea; her land area is almost equal to that of the whole continent of Europe; her 120,000,000 people are reasonably prosperous; her money is worth one hundred cents to the dollar everywhere; her golden millions help to finance the business of the world; and her aid and counsel are sought in the solution of the world's great problems. Because of a weakness in her merchant marine, her ships do not sail the "seven seas" quite so grandly as do those of Britannia, yet, nevertheless, the nations of the world seek her markets, and her products reach every corner of the globe. When one thinks of America's almost helpless condition when she started out one hundred and forty years ago, and then contemplate her commanding position in the world today, he is compelled to believe that the day of miracles is not over.

And yet the reasons for America's position as a world power today are not hard to find. They may be summed up as follows:

- (1) Her great land area, which is the basis of prosperity in an expanding population;
- (2) Her unsurpassed natural resources, which constitute the corner-stone of her national wealth;
- (3) Her geographical position. The United States is the only nation whose shores are washed by two great oceans--the Atlantic and the Pacific. Out to the eastward lies Europe; out to the westward lies Asia. Thus, she is placed in the center of civilization and the trading marts of the world.
- (4) Her national unity. Another important factor in making America a leading nation in world affairs is her union of states. Her international standing is based on her national union. An American of forty-eight separate states, with forty-eight different languages, forty-eight different railroad systems, forty-eight different armies, forty-eight different tariff laws, etc. could not command even ordinary respect from the nations of the world.
- (5) Her leaders in international affairs. The United

States has never had a succession of professional diplomats. But the men who stand out in the history of American diplomacy were honest, true gentlemen, trained in the hard school of experience. Washington, John Quincy Adams, Monroe, Webster, Seward, Hay, Root, Roosevelt, Wilson and Hughes head the list.

The history of American diplomacy may be grouped in the following three well-defined periods.

- (1) The struggle for neutrality, 1789-1829
- (2) Decline of American diplomacy, 1829-1898
- (3) America a world power, 1898 to the present.

The Struggle For Neutrality (1789-1829)

In Unit IV. we observed that through the combined efforts of our soldiers, diplomats, and constitution-builders, our new Ship of State was launched in 1789. Storms and breakers on every hard threatened destruction to the little bark that dared to tempt the angry sea of independent existence. But because of the practical wisdom of its makers, its successful sail, under ordinary conditions, was assured. Yes, the young nation soon felt certain of successful national growth so far as its domestic problems were concerned. But the real danger was that the European powers would not permit her to work out her own salvation in her own way. For many years, the nations of Europe looked upon her with ill-conceived contempt, and considered her merely as a balance of power in their constant international struggles. In the wars between England and France, 1793 to 1815 the United States was a play-thing of European diplomacy, buffeted here and there by these two powerful nations. Finally diplomacy failed, and the United States was drawn into war with England, 1812 to 1815. A European peace having come with the Treaty of Vienna in 1815, our desires for neutrality were henceforth respected.

But another danger threatened. In 1808 the Spanish-American colonies in South America began to rebel against Spain. By 1822 most of Spanish colonial empire in America had thrown off the yoke and become independent. By 1823 it could be seen that the Holy Alliance--an organization composed of most of the nations of Europe--was taking steps to interfere in American affairs for the purpose of restoring to Spain her lost colonies. It was then that President Monroe issued the Monroe Doctrine, which proved to be a highwater mark in our international relations. This new doctrine of "America for Americans" was taken at its face value by the nations of Europe. The Holy Alliance gave up its policy of attempting to reduce the new Spanish-American republics to Spanish control, and European colonization of America ceased. The Doctrine proved to have elements of permanence in it, and has since been the American policy, recognized the world over.

Soon after the Monroe Doctrine was announced, Simon Bolivar, the "Washington of South America", conceived a plan of Pan-Americanism. His idea was for all the American republics to form an alliance or association, whose purpose would be to protect the interests of the western hemisphere from encroachment and exploitation by Europe. The South-American republics called the first Pan-American Congress to meet in Panama in 1826. Europe feared, and President Adams hoped, that in the event of the formation of a Pan-American Union the United States would be placed in the position of leadership. The Union did not materialize, but it was plain that the dominant power in the western hemisphere in 1829 was the United States.

During this period the United States made substantial diplomatic gains in another direction--that of acquiring important territory. By the purchase of Louisiana from France in 1803, and of Florida from Spain in 1819, she extended her territory to the Rocky Mountains on the west and to the Gulf of Mexico on the south. In 1820 Mexico revolted from Spain, taking all of Spain's territory west of the Mississippi River with her. In this way two powerful European nations--France and Spain--were removed from the Continent of North America. Only England and Russia remained.

The Period Of Decline In America Diplomacy (1829-1898)

After 1829, for almost seventy years, the interest of the United States in foreign affairs gradually declined. There were two reasons for this. First, she had achieved her cherished goal of "splendid isolation" from European interference; and second, her domestic problems were pressing upon her for solution. During the period 1829 to 1865, the problems raised by the hydra-headed monster Slavery demanded the best thought of statesmen, reformers and politicians alike; and during the final years of the period the very life of the nation hung in the balance during the most terrible Civil War known to history. America's interest in foreign affairs was chiefly in response to the demand of the slave power for the expansion of slave territory westward. From the Monroe Doctrine to the Civil War, we turned our back upon Europe, but in following our doctrine of "manifest destiny" we gathered in section after section of rich western lands till the Pacific was reached. In this way Texas, Oregon, California and the Southwest were added.

By 1862 the foreign menace was dead forever, and the United States secured the last bit of available territory on the continent when Seward purchased Alaska from Russia in 1867. From this time to 1898, America's interest in international affairs rapidly declined. Her attentions were directed to the solution of the baffling problems of Reconstruction, and to efforts to curb the menacing powers of giant corporations and trusts. At the same time, as a nation, she was building herself up internally in finance, industry and commerce. In this way she was unconsciously preparing herself to take a leading place among the nations

of the world during the next period.

The United States A World Power (1898 to the present)

A great change came in 1898. By a series of events the United States saw herself lifted to the center of the stage of international affairs, and her "splendid isolation" was gone forever. It is only natural that she would not remain permanently aloof from the rest of the world. In our early history the two great oceans bounding the nation on the east and the west were strong barriers against contact, which made isolation relatively easy. But these oceans are no longer barriers; they are now great highways of commerce and communication, and the intimate contacts with the outside world thus brought about are certain to mean much to America for weal or woe. A century ago America was far out to the west, on the edge of civilization. Now because of marvelous inventions--which have revolutionized methods of transportation, commerce and communication--she is next door to the nations of the whole world, and her lines of contact reach the remotest parts of the globe.

By means of two wars--the Spanish-American and the World War--the United States leaped into her present commanding position in world affairs. America's crashing victory over Spain created consternation in the nations of the old world. They looked in amazement upon this young Titan of the West, and concluded that this was a power to be reckoned. By this war America not only increased her prestige and power, but she also gained valuable insular land. Cuba (since independent), Porto Rico, the Philippines and Guam fell to her as the spoils of war. At about the same time Hawaii, Samoa, Midway and Wake Islands were annexed. In this way the United States gained strategic island possessions in both the Atlantic and Pacific oceans. It was plain that our policy of isolation had been abandoned, and the charge that we had violated the principles of the Monroe Doctrine was made not only in Europe but at home. In answer to the cry of "Imperialism", Mr. Roosevelt, who became President in 1901, voiced the popular sentiment in America when he said that America could no longer remain aloof from world affairs. He also declared that we should not count too strongly on peace. Under him our navy grew till it was second only to that of England and of Germany.

European nations looked upon the sudden rise of this new world power with fear and resentment. They were alarmed because they saw the balance of power and the balance of trade shipping from their hands. America now became an exporting even more than an importing nation. Our giant corporations and trusts, as a result of over-producing, were flooding the markets of the world with American-made products, and the Napoleons of finance in Wall Street were financing huge loans to keep the wheels of industry turning in London, Liverpool, Paris and Berlin.

America's desire for the world's trade led to two other great strokes of diplomacy--the open Door Policy in China, and the building of the Panama Canal. By means of the Canal, the distance between New York and San Francisco by water was shortened by five thousand miles, and our provisions for national defense were greatly strengthened. In the years immediately following the Spanish-American War, the United States appeared so formidable as a competitor in both industry and diplomacy that there was much talk of a European alliance to oppose her advance.

The very year the Panama Canal was opened to the trade of the world, the most terrible catastrophe that ever befell mankind broke upon the world. In the summer of 1914, as the people worked and laughed and played, a cloud floated out over the eastern horizon enveloping the whole world in its path--the cloud of World War. Like a devastating tornado it swept over the eastern hemisphere, and then it spread westward to America to America engulfing the United States in its fury. We tried to be neutral, but the rights of neutrals were as ill-defined and as poorly respected in 1914 as they were in 1814. To protect our rights and to end the war, we poured our men and millions into the maw of Mars, and finally in November, 1918, the holocaust ended.

The United States now had an opportunity to assume real world leadership. Many men who looked upon the woes of the warworn world said this thing shall never happen again. Foremost among these was Woodrow Wilson, President of the United States. In 1823 President Monroe announced that America's safety lay only in the complete separation of our continent from Europe. In 1917 President Wilson declared that our safety today lies only in membership in a world organization. With this idea in view, Mr. Wilson started a movement for an association of nations whose purpose would be to put an end to war. The result of this movement is the League of Nations. Fifty-six nations joined the League, but up to this time the United States has not. The reasons for our refusal to join are still debatable, but it is safe to say that rejection of the League was not due to a profound, unbiased study of its merits. Opponents asserted that in joining the League we would violate our traditional policy of isolation. Mr. Wilson answered this criticism by saying that agreements such as the League of Nations Covenant, by being general, would not be entangling; that our traditional methods of isolation and separation of the continents were no longer adequate, because of modern means of communication and contact; and that we should put our foreign relations into the sphere of politics by becoming a member of an international organization. By this method, he said, the world would avoid "preparation and clash of armaments". Time will perhaps prove that the United States in refusing to join the League lost an unusual opportunity to lead the nations to world peace. And although the League was rejected by Mr. Wilson's own country, it

will, no doubt, ever remain an enduring monument to his idealism and genius.

Since rejecting the League, the United States has fostered many other plans to promote international peace and good will. Among these may be mentioned the Washington Conference, the Concert of Powers, the World Court, and the Kellogg Peace Pact. Since America is a peaceful nation, why should she not assume leadership for permanent world peace? To do this she will have to learn to look upon diplomacy with an eye of the twentieth century, than the eighteenth or nineteenth. Her urgent need then is to learn to adopt her foreign policy to the new conditions created by modern inventions and the rising intelligence of the people of the world. To adjust the nation to its new position without doing violence to its past traditions will be an Herculean task, but no greater than other problems that the nation has bravely faced and solved successfully. Isolation is no longer possible. America is now a world power, and cannot escape international responsibilities. Let us hope that she with all her greatness will soon find her place in "the Federation of the world, and that she may aid more fully with her powerful leadership the realization in our own time of that great prophecy made two thousand five hundred years ago:

"They shall beat their swords into plowshares, and their spears into pruning hooks: nation shall not rise up against nation, neither shall they learn war any more."

Questions Based On The Pre-View

1. State the aim of this Unit.
2. Interpret the quotation from Lowell.
3. What is America's position in the world today?
4. Give five basic reasons for her present position.
5. Into what three periods may America's foreign relations be divided?
6. Characterize each of these periods.
7. How did the Spanish-American War advance America's standing in the world?
8. How did the World War advance her standing?
9. Should the United States join the League of Nations?
10. What efforts looking toward permanent peace have since been fostered by the United States?
11. What is America's great task at present?

B. Problems and Projects

Group I. General Problems

Problem 30. Our Foreign Relations Prior to 1898.

I. American diplomacy, 1789 to 1815.

1. In what two ways did we meet our international problems during the period 1789 to 1801? (197-201, 208-209)
2. Did these efforts prove successful?
3. How did we attempt to meet our foreign problems during the period 1801 to 1815? With what success?
4. What triumph in our international relations did the United States attain by the war of 1812?

II. The Monroe Doctrine.

1. Give meaning, purpose, and date of the Monroe Doctrine. (257-261)
2. Give four instances to prove that the Monroe Doctrine has accomplished the purposes for which it was enunciated. (430, 511, 542-3)

III. The Treaty of Washington 1871. (448-9)

1. Give meaning of the treaty.
2. What is its significance?

Problem 31. The United States Enters Definitely Into World Affairs. (1898-1914) (pp. 521-526)

I. The Spanish-American War. (1898)

1. Give two important causes of the war.
2. Name and locate two important battles, and state why each was important. (522-3)
3. Give two important results of the war. (524-5)
4. How did the war affect our traditional policy of isolation? (524-5, 532-3)

II. The Panama Canal. (539-542)

1. Why was the canal needed?
2. What was the Clayton-Bulwer Treaty?
3. What was the Hay-Pauncefote Treaty?
4. How did the United States obtain the right of way across Panama?

III. Problems of the Far East. (528-530)

1. Give meaning and results of the "Open Door" Policy in China.
2. How did the attitude of the United States in the Boxer Uprising affect her international standing?

Problem 32. The World War And Its Aftermath. (1914 to the Present)

I. The World War. (1914-1918)

1. Give three reasons why the United States entered the World War. (578-9, 582-6)
2. How did raising the armies in the World War differ from that in previous wars? (407-8, 588)
3. Give four important facts which indicate the progress of the war after the entrance of the United States. (590-3)
4. What did the war cost in men and money? (593)

II. Plans for permanent peace.

1. The League of Nations. (594-6)
 - a. Give meaning and purpose of the League.
 - b. What is the machinery of the League?
 - c. Give four important things to which members of the League agree.
 - d. How many nations are members of the League?
 - e. Is the United States a member? Why?
2. The Washington Conference, 1921. (604-5)
 - a. Give meaning and purpose of the Washington Conference.
 - b. What two things were accomplished by the Conference?
3. The World Court. (605)
 - a. Give meaning and purpose of the World Court.
 - b. Is the United States a member? Why?
4. The Geneva Conference, 1927.
 - a. Give meaning and purpose of the Geneva Conference.
 - b. What was accomplished?
5. The Kellogg Peace Pact, 1929.
 - a. Give meaning and purpose of this treaty.

Group II. Special Problems

1. In what important way has the geographical position of the United States affected her international relations?
2. Give two reasons why our international relations are different from what they were in 1800.
3. Was the cry of "Imperialism" in 1898 justified? Give reasons for your answer.
4. The inhabitants of which of our new possessions were made citizens of the United States?
5. Should the Constitution "follow the flag"? Why?
6. What new meaning did Roosevelt put into the Monroe Doctrine?
7. Why is the Panama Canal important in our international relations?
8. In what way did each of the wars mentioned in this Unit improve our international status?
9. In what sense were the causes of the entrance of the United States into the World War similar to those of her entrance into the War of 1812?
10. What principles of International Law were violated by Germany, 1914-1917?
11. Was the United States neutral in the World War prior to 1917? Give reason for your answer.

12. What American rights were assailed in the submarine campaign?
13. How did the World War affect the presidential campaign of 1916?
14. Give meaning of the "Fourteen Points."
15. Enumerate five principal results of the World War.
16. Briefly evaluate the services of the League of Nations since 1920.
17. Characterize the international status of the United States in 1789; in 1815; in 1898; in 1929.
18. Can a policy of isolation still be maintained by the United States? Why?
19. Is the Cruiser Bill (1929) inconsistent with the Kellogg Peace Pact? Why?
20. What are the chief obstacles in the way of permanent international peace?
21. What might the United States do to help promote international peace?

Group III. Projects

1. The influence of geography upon America's destiny.
2. Arbitration in the United States since 1872.
3. Wilson's Fourteen Points.
4. The Negro in the World War.
5. The Panama Canal.
6. Imperialism.
7. The Philippine Insurrection.
8. The Monroe Doctrine and World Politics.
9. Woodrow Wilson and the World.
10. Perry's Treaty with Japan.
11. The Annexation of Hawaii.
12. American Interests in the Pacific.
13. American Interests in the Caribbean.
14. The Peace of Paris, 1919.

C. MEN FOR THE BIOGRAPHICAL TABLE

Caleb Cushing, Commodore Perry, John Hay, Admiral Dewey, Aguinaldo, Roosevelt, Wilson, Pershing, Hoover, Lodge, Joffre, Lloyd George, Clemenceau, Wilhelm II.

D. DATES FOR THE CHRONOLOGICAL TABLE

1793, 1795, 1823, 1871, 1898, 1914, 1915, 1917, 1918, 1919, 1921, 1927, 1929.

E. ILLUSTRATIVE MATERIAL

1. Make a map to illustrate the territorial possessions of the United States at present.
2. Make a drawing to illustrate the advance of America to world leadership.
3. Make a chart illustrating political parties in the United States since 1789.

F. LIST OF REFERENCE READINGS

1. Forman, 197-201, 208, 218-223, 235, 260, 383-5, 447-9, 492-4, 510, 521, 524, 528-30, 532, 541-2, 574-9, 581-596, 604-6.
2. Beard, History of the United States, 176-178, 193-201, 205-7, 477-505, 588-624.
3. West, History of the American People.
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5. Hart, Contemporaries, Vols. III, IV.
6. Halsey, Great Epochs, V. 3-143, 176-191; IX. 159-175; X. 125-158, 169-176.
7. James, Readings in American History.
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9. Adams, History of American Diplomacy.
10. Fish, American Diplomacy.
11. Beard, Rise of American Civilization, Vol. I; Vol. II, 480-537.
12. Dewey, National Problems.
13. Latane, America as a World Power.
14. Elson, History of the United States.
15. Ogg, National Progress.
16. Foster, A century of American Diplomacy.
17. Haworth, The United States in our own Times.
18. Inman, Problems in Pan-Americanism.
19. Scott, The Negro in the World War.
20. James and Sanford, American History.
21. Jones, Caribbean Interests of the United States.
22. Latane, The United States and Latin America.
23. McLaughlin, History of the American Nation.
24. McMaster, History of the People of the United States.
25. McMaster, The United States in the World War.
26. Paine, The Fight for a Free Sea.
27. Schouler, History of the United States.
28. Seymour, Woodrow Wilson and the World War.
29. Shippee, Recent American History.
30. Coolidge, United States as a World Power.

G. LIST OF HISTORICAL FICTION

1. Abott, Blue Jackets of 1918.
2. Aldon, The Island of Appledore.
3. Andrews, His Soul Goes Marching On.
4. Andrews, The Three Things.
5. Balmer, Ruth of the U. S. A.
6. Barbour, Fourtunes of War.
7. Canfield, Home Fires in France.
8. Driggs, Adventures of Arnold Adair, American Ace.
9. Du Bois, Comrade Rosalie.
10. Dyer, Ben, the Battle Horse.
11. Paine, Ships accoss the Sea.
12. Palmer, The Old Blood.
13. White, The Martial Adventures of Henry and Me.
14. Fox, Crittenden.
15. Adams, Kainolani, A Princess of Hawaii.
16. Allen, Cleared for Action.

A P P E N D I X "B"

SAMPLE TESTS GIVEN

TERMAN GROUP TEST OF MENTAL ABILITY

For Grades 7 to 12

Prepared by Lewis M. Terman, Stanford University, California

EXAMINATION: FORM A

1. Name
First name Last name
2. Boy or girl Grade High or Low
3. Age last birthday Date of birthday
Month Day Year
4. Name of city (or county)
5. Name of school
6. Name of teacher
7. Date of this examination 19
Month Day Year

Do not turn the page until you are told to.

TEST	SCORE	REMARKS OR FURTHER DATA
1. Information		
2. Best Answer		
3. Word Meaning		
4. Logical Selection		
5. Arithmetic		
6. Sentence Meaning		
7. Analogies		
8. Mixed Sentences		
9. Classification		
10. Number Series		
Total		

TEST 1. INFORMATION

FORM A

Draw a line under the ONE word that makes
the sentence true, as shown in the sample.

SAMPLE. Our first President was		Adams	Jefferson	Lincoln	<u>Washington</u>	
1	Coffee is a kind of	bark	berry	leaf	root	1
2	Sirloin is a cut of	beef	mutton	pork	veal	2
3	Gasoline comes from	grains	petroleum	turpentine	seeds	3
4	Most exports go from	Boston	San Francisco	New Orleans	New York	4
5	The number of pounds in a ton is	1000	2000	3000	4000	5
6	Napoleon was finally defeated at	Leipzig	Paris	Verdun	Waterloo	6
7	Emeralds are usually	blue	green	red	yellow	7
8	The optic nerve is for	seeing	hearing	tasting	feeling	8
9	Larceny is a term used in	medicine	theology	law	pedagogy	9
10	Sponges come from	animals	farms	forests	mines	10
11	Confucius founded the religion of the	Persians	Italians	Chinese	Indians	11
12	The larynx is in the	abdomen	head	throat	shoulder	12
13	The piccolo is used in	farming	music	photography	typewriting	13
14	The kilowatt measures	rainfall	wind-power	electricity	water-power	14
15	The guillotine causes	death	disease	fever	sickness	15
16	A character in "David Copperfield" is	Sindbad	Uriah Heep	Rebecca	Hamlet	16
17	A windlass is used for	boring	cutting	lifting	squeezing	17
18	A great law-giver of the Hebrews was	Abraham	David	Moses	Saul	18
19	A six-sided figure is called a	scholium	parallelogram	hexagon	trapezium	19
20	A meter is nearest in length to the	inch	foot	yard	rod	20

Right.....

TEST 2. BEST ANSWER

FORM A

Read each question or statement and make a cross before the BEST answer, as shown in the sample.

- SAMPLE { Why do we buy clocks? Because
1 We like to hear them strike.
2 They have hands.
× 3 They tell us the time.

- 1 Spokes of a wheel are often made of hickory because
 - 1 Hickory is tough.
 - 2 It cuts easily.
 - 3 It takes paint nicely.
- 2 The saying, "A watched pot never boils," means
 - 1 We should never watch a pot on the fire.
 - 2 Boiling takes a long time.
 - 3 Time passes slowly when we are waiting for something.
- 3 A train is harder to stop than an automobile because
 - 1 It has more wheels.
 - 2 It is heavier.
 - 3 Its brakes are not so good.
- 4 The saying, "Make hay while the sun shines," means
 - 1 Hay is made in summer.
 - 2 We should make the most of our opportunities.
 - 3 Hay should not be cut at night.
- 5 If the earth were nearer the sun
 - 1 The stars would disappear.
 - 2 Our months would be longer.
 - 3 The earth would be warmer.
- 6 The saying, "If wishes were horses, beggars would ride," means
 - 1 Wishing doesn't get us very far.
 - 2 Beggars often wish for horses to ride.
 - 3 Beggars are always asking for something.
- 7 The saying, "Little strokes fell great oaks," means
 - 1 Oak trees are weak.
 - 2 Little strokes are best.
 - 3 Continued effort brings results.
- 8 A steel battleship floats because
 - 1 The engines hold it up.
 - 2 It has much air space inside.
 - 3 It contains some wood.
- 9 The feathers on a bird's wings help him to fly because
 - 1 They make a wide, light surface.
 - 2 They keep the air off his body.
 - 3 They decrease the bird's weight.
- 10 The saying, "A carpenter should stick to his bench," means
 - 1 Carpenters should not work without benches.
 - 2 Carpenters should not be idle.
 - 3 One should work at the thing he can do best.
- 11 The saying, "One swallow does not make a summer," means
 - 1 Swallows come back for the summer.
 - 2 A single sign is not sufficient proof.
 - 3 Many birds add to the pleasures of summer.

Right..... × 2 = Score.....

TEST 3. WORD MEANING

When two words mean the SAME, draw a line under "SAME."

When they mean the OPPOSITE, draw a line under "OPPOSITE."

SAMPLES	fall — drop	<u>same</u> — opposite	
	north — south	same — <u>opposite</u>	
1	expel — retain	same — opposite	1
2	comfort — console	same — opposite	2
3	waste — conserve	same — opposite	3
4	monotony — variety	same — opposite	4
5	quell — subdue	same — opposite	5
6	major — minor	same — opposite	6
7	boldness — audacity	same — opposite	7
8	exult — rejoice	same — opposite	8
9	prohibit — allow	same — opposite	9
10	debase — degrade	same — opposite	10
11	recline — stand	same — opposite	11
12	approve — veto	same — opposite	12
13	amateur — expert	same — opposite	13
14	evade — shun	same — opposite	14
15	tart — acid	same — opposite	15
16	concede — deny	same — opposite	16
17	tonic — stimulant	same — opposite	17
18	incite — quell	same — opposite	18
19	economy — frugality	same — opposite	19
20	rash — prudent	same — opposite	20
21	obtuse — acute	same — opposite	21
22	transient — permanent	same — opposite	22
23	expel — eject	same — opposite	23
24	hoax — deception	same — opposite	24
25	docile — submissive	same — opposite	25
26	wax — wane	same — opposite	26
27	incite — instigate	same — opposite	27
28	reverence — veneration	same — opposite	28
29	asset — liability	same — opposite	29
30	appease — placate	same — opposite	30

Right Wrong Score

TEST 4. LOGICAL SELECTION

FORM A

In each sentence draw a line under the TWO words that tell what the thing ALWAYS has. Underline TWO, and ONLY TWO, in each line.

- SAMPLE. A man always has
body cap gloves mouth money
- 1 A horse always has
harness hoofs shoes stable tail 1
 - 2 A circle always has
altitude circumference latitude longitude radius 2
 - 3 A bird always has
bones eggs beak nest song 3
 - 4 Music always has
listener piano rhythm sound violin 4
 - 5 An object always has
smell size taste value weight 5
 - 6 Conversation always has
agreement persons questions wit speech 6
 - 7 A banquet always has
food music persons speeches toastmaster 7
 - 8 A pistol always has
barrel bullet cartridge sights trigger 8
 - 9 A ship always has
engine guns keel rudder sails 9
 - 10 A debt always involves
creditor debtor interest mortgage payment 10
 - 11 A game always has
cards contestants forfeits penalties rules 11
 - 12 A magazine always has
advertisements paper pictures print stories 12
 - 13 A museum always has
animals arrangement collections minerals visitors 13
 - 14 A forest always has
animals flowers shade underbrush trees 14
 - 15 A citizen always has
country occupation privileges property vote 15
 - 16 Controversy always involves
claims disagreement dislike enmity hatred 16
 - 17 War always has
airplanes cannons combat rifles soldiers 17
 - 18 Obstacles always bring
difficulty discouragement failure hindrance stimulation ... 18
 - 19 Abhorrence always involves
aversion dislike fear rage timidity 19
 - 20 Compromise always involves
adjustment agreement friendship respect satisfaction ... 20

Right

TEST 5. ARITHMETIC

Find the answers as quickly as you can.
Write the answers on the dotted lines.
Use the bottom of the page to figure on.

- 1 How many hours will it take a person to go 66 miles at the rate of 6 miles an hour? *Answer*
- 2 At the rate of 2 for 5 cents, how many pencils can you buy for 50 cents? *Answer*
- 3 If a man earns \$20 a week and spends \$14, how long will it take him to save \$300? *Answer*
- 4 $2 \times 3 \times 4 \times 6$ is how many times as much as 3×4 ? *Answer*
- 5 If two pies cost 66 cents, what does a sixth of a pie cost? *Answer*
- 6 What is $16\frac{2}{3}$ per cent of \$120? *Answer*
- 7 4 per cent of \$1000 is the same as 8 per cent of what amount? *Answer*
- 8 A has \$180, B has $\frac{2}{3}$ as much as A, and C has $\frac{1}{2}$ as much as B. How much have all together? *Answer*
- 9 The capacity of a rectangular bin is 48 cubic feet. If the bin is 6 feet long and 4 feet wide, how deep is it? *Answer*
- 10 If it takes 7 men 2 days to dig a 140-foot ditch, how many men are needed to dig it in half a day? *Answer*
- 11 A man spends $\frac{1}{4}$ of his salary for board and room, and $\frac{3}{8}$ for all other expenses. What per cent of his salary does he save? *Answer*
- 12 If a man runs 100 yards in 10 seconds, how many feet does he run in $\frac{1}{5}$ of a second? *Answer*

Right $\times 2 =$ *Score*

TEST 6. SENTENCE MEANING

FORM A

Draw a line under the right answer, as shown in the samples.

SAMPLES	{	Is coal obtained from mines?	<u>Yes</u>	No	
		Are all men six feet tall?	Yes	<u>No</u>	
1		Does a conscientious person ever make mistakes?	Yes	No	1
2		Is an alloy a kind of musical instrument?	Yes	No	2
3		Is scurvy a kind of medicine?	Yes	No	3
4		Are mysterious things often uncanny?	Yes	No	4
5		Are destitute persons often subjects of charity?	Yes	No	5
6		Are anonymous letters ever properly signed?	Yes	No	6
7		Is the mimeograph sometimes used by stenographers? .	Yes	No	7
8		Is a curriculum intended for horses?	Yes	No	8
9		Are proteids essential to health?	Yes	No	9
10		Does "perfunctory" mean the same as "careful"? . .	Yes	No	10
11		Are premeditated deeds always wicked?	Yes	No	11
12		Do alleged facts often require verification?	Yes	No	12
13		Are sheep carnivorous?	Yes	No	13
14		Are aristocrats subservient to their inferiors?	Yes	No	14
15		Are venerable people usually respected?	Yes	No	15
16		Is clematis sometimes cultivated?	Yes	No	16
17		Are ultimate results the last to appear?	Yes	No	17
18		Are cerebral hemorrhages helpful to thinking?	Yes	No	18
19		Are all people religious who have hallucinations?	Yes	No	19
20		Are intermittent sounds discontinuous?	Yes	No	20
21		Are sable colors preferred for nations' flags?	Yes	No	21
22		Does social contact tend to reduce eccentricities?	Yes	No	22
23		Are tentative decisions usually final?	Yes	No	23
24		Is rancor usually characterized by persistence?	Yes	No	24

Right Wrong Score

TEST 7. ANALOGIES

SAMPLES	{	Ear is to hear as eye is to	
		table <u>see</u> hand play	
	{	Hat is to head as shoe is to	
		arm coat <u>foot</u> leg	

Do them all like samples.

1	Coat is to wear as bread is to	
	eat starve water cook.....	1
2	Week is to month as month is to	
	year hour minute century.....	2
3	Monday is to Tuesday as Friday is to	
	week Thursday day Saturday.....	3
4	Tell is to told as speak is to	
	sing spoke speaking sang.....	4
5	Lion is to animal as rose is to	
	smell leaf plant thorn.....	5
6	Cat is to tiger as dog is to	
	wolf bark bite snap.....	6
7	Success is to joy as failure is to	
	sadness luck fail work.....	7
8	Liberty is to freedom as bondage is to	
	negro slavery free suffer.....	8
9	Cry is to laugh as sadness is to	
	death joy coffin doctor.....	9
10	Tiger is to hair as trout is to	
	water fish scales swims.....	10
11	1 is to 3 as 9 is to	
	18 27 36 45.....	11
12	Lead is to heavy as cork is to	
	bottle weight light float.....	12
13	Poison is to death as food is to	
	eat bird life bad.....	13
14	4 is to 16 as 5 is to	
	7 45 35 25.....	14
15	Food is to hunger as water is to	
	drink clear thirst pure.....	15
16	b is to d as second is to	
	third later fourth last.....	16
17	City is to mayor as army is to	
	navy soldier general private.....	17
18	Here is to there as this is to	
	these those that then.....	18
19	Subject is to predicate as noun is to	
	pronoun adverb verb adjective.....	19
20	Corrupt is to depraved as sacred is to	
	Bible hallowed prayer Sunday.....	20

Right.....

TEST 8. MIXED SENTENCES

FORM A

The words in each sentence below are mixed up. If what a sentence means is TRUE, draw a line under "TRUE." If what it means is FALSE, draw a line under "FALSE."

SAMPLES	{	hear are with to ears	<u>true</u>	false	
		eat gunpowder to good is	true	<u>false</u>	
1		true bought cannot friendship be	true	false	1
2		good sea drink to is water	true	false	2
3		of is the peace war opposite	true	false	3
4		get grow they as children taller older	true	false	4
5		horses automobile an are than slower	true	false	5
6		never deeds rewarded be should good	true	false	6
7		four hundred all pages contain books	true	false	7
8		to advice sometimes is good follow hard	true	false	8
9		envy bad greed traits are and	true	false	9
10		grow an than strawberries oak tree higher	true	false	10
11		external deceive never appearances us	true	false	11
12		never is man what show a deeds	true	false	12
13		hatred bad unfriendliness traits are and	true	false	13
14		often judge can we actions man his by a	true	false	14
15		in are always American cities born presidents	true	false	15
16		certain always death of cause kinds sickness	true	false	16
17		are sheet blankets as as a never warm	true	false	17
18		never who heedless those stumble are	true	false	18

Right Wrong Score

TEST 9. CLASSIFICATION

FORM A

SAMPLES { 1 bullet cannon gun sword pen~~x~~cil
2 Canada Chi~~x~~cago China India France

In each line cross out the word that does not belong there.
Cross out JUST ONE WORD in each line.

1	Frank James John Sarah William	1
2	Baptist Catholic Methodist Presbyterian Republican ..	2
3	automobile bicycle buggy telegraph train	3
4	Collie Holstein Shepherd Spitz Terrier	4
5	hop run skip stand walk	5
6	death grief picnic poverty sadness	6
7	bed chair dish sofa table	7
8	hard rough smooth soft sweet	8
9	mechanic doctor lawyer preacher teacher	9
10	Christ Confucius Mohammed Moses Cæsar	10
11	butterfly hawk ostrich robin swallow	11
12	cloth cotton flax hemp wool	12
13	digestion hearing sight smell touch	13
14	down hither recent up yonder	14
15	anger hatred joy pity reasoning	15
16	Australia Cuba Iceland Ireland Spain	16
17	Dewey Farragut Grant Paul Jones Schley	17
18	give lend lose keep waste	18

Right.....

TEST 10. NUMBER SERIES

FORM A

SAMPLES $\left\{ \begin{array}{l} 5 \quad 10 \quad 15 \quad 20 \quad 25 \quad 30 \quad 35 \\ 20 \quad 18 \quad 16 \quad 14 \quad 12 \quad 10 \quad 8 \end{array} \right.$

In each row try to find out how the numbers are made up, then on the two dotted lines write the TWO numbers that should come next.

1st Row				8	7	6	5	4	3	....	....
2d Row			3	8	13	18	23	28		....	....
3d Row			$11\frac{3}{4}$	12	$12\frac{1}{4}$	$12\frac{1}{2}$	$12\frac{3}{4}$			....	....
4th Row				8	8	6	6	4	4	....	....
5th Row				1	2	4	8	16	32	....	....
6th Row			4	3	5	4	6	5	7	....	....
7th Row				16	8	4	2	1	$\frac{1}{2}$	....	....
8th Row			8	9	12	13	16	17		....	....
9th Row	7	11	15	16	20	24	25	29		....	....
10th Row	31.3	40.3	49.3	58.3	67.3	76.3				....	....
11th Row					$\frac{1}{25}$	$\frac{1}{5}$	1	5		....	....
12th Row			3	4	6	9	13	18		....	....

Right..... $\times 2 =$ Score.....

Whipple
High School and
College Reading
Form A

Published by the
PUBLIC SCHOOL PUBLISHING CO.
BLOOMINGTON, ILLINOIS
Printed in U. S. A.

SCORE
Attempts _____
Wrong _____
Right _____

**WHIPPLE'S HIGH-SCHOOL AND COLLEGE
READING TEST
FORM A**

Name

Date

Age.....

School

Class: Fr So Ju Se

**DON'T OPEN OR EXAMINE UNTIL TOLD
TO DO SO**

INSTRUCTIONS

1. This is a test of rate and comprehension in reading. Its object is to determine how rapidly you read and comprehend material such as you encounter in your daily work.
2. When the signal 'begin' is given, you are to open this paper and read to yourself the passage printed on the next three pages.
3. Read as fast as you can and understand, but don't skip or skim. On the other hand, don't stop to study or memorize; this is not a memory test.
4. Inserted in the material to be read are numerous questions or directions. Answer these questions or carry out these directions as you come to them. Do as much as you can in the ten minutes allowed.

WAIT FOR THE SIGNAL TO TURN THIS PAGE

THE LEAGUE ASSEMBLY

Read this straight through and do what it says to do.

Austria and Bulgaria, enemy nations, with Luxembourg, Finland, Albania, and Costa Rica, were admitted to membership in the League. Nicaragua and Honduras became members during the session, but too late to send delegates. Thus, when the session ended, forty-nine nations constituted the membership of the League of Nations—the United States, Russia, and Germany being the important nations outside the League. Write on the margin opposite this line the number of nations that were members at the end of the session. The absence of the United States was deplored on many occasions during the session, and it was often declared that the League was willing to support almost any change which this country might demand. During the deliberations, lasting five weeks, five continents came together on a common ground, compared notes, and tried to solve the same problems. Men of real worth and political standing in their own governments buried what animosities they might have had, and it is a matter of record that the session proceeded from day to day without virulent recriminations. Underline the two words that tell how long the Assembly was in session.

Lord Robert Cecil, who is generally recognized as the foremost British advocate of the League, nevertheless was not chosen as delegate by England, but represented South Africa against the wishes of the Lloyd George regime and over the protests of France. Lord Robert, by his earnest defense of the rights of small nations, early justified the belief that he was to be the stormy petrel of the session when he led a spirited fight for publicity of the proceedings of the Assembly's six commissions. (An Italian also urged

Continue on the following page

the same policy. Underline his name when you come to it.) Arrayed against him, according to reports, were "the old-school diplomats of Europe," who rushed through a rule providing that "unless the Commission decides otherwise the meetings will be private, and no minutes will be kept." This in spite of the fact that Signor Tittoni, of Italy, had said only the day before that "the only way for the League to endure was through full publicity." Lord Robert's motion that meetings should be public except when the Commission should give good reason why they should be private was defeated, however. If you think that this paragraph suggests that the sessions were not quite so amicable as the first paragraph implies, write 'no' on the margin. Otherwise write 'same.' When you have done that, underline those of the following words that properly characterize the attitude of Lord Robert Cecil: compromising, democratic, domineering, earnest, pacific.

The chairman of the Assembly at the opening was Paul Hymans, of Belgium, who afterward was elected permanent president. Before the League had been in session three days a struggle began between the smaller nations, who sought an increase in League power, and the Great Powers, who wished to keep control of the League. This strife continued to the end, though not always openly, yet the Great Powers yielded scarcely an iota of their control. If the attitude of the more powerful nations strikes you as altruistic, underline the name of the chairman of the Assembly; if their attitude strikes you as selfish, underline the name of the country from which the chairman came.

The League soon demonstrated that it had "teeth" by authorizing a force of troops to be sent to Lithuania to maintain and supervise the plebiscite at Vilna, which is to decide whether it shall be consigned to the Poles or to the Lithuanians. At the end of this paragraph, after the word

Continue on the following page

"Treaty," write 'yes' or 'no' according to whether you think Germany did or did not change her position with regard to her obligations. Hostility toward Germany, which persisted to the end of the proceedings, is said by correspondents to have been caused by the fact that Germany is too deliberate about fulfilling her war obligations, although it was denied that any compact to bar Germany from the League existed. In defense of what she considers her rights, Germany protested during the session against the manner in which her colonies have been disposed of, although it was pointed out that in signing the Peace Treaty she had renounced her colonies. Now, however, she claims that she is no longer bound by the "colony clause" in the Treaty.

In this paragraph underline the one word that tells what will remove the two chief obstacles to the carrying out of the program of the League. As the sessions were continued it became increasingly evident that it would be a very difficult matter to replace the old system of secret negotiations by open debates, particularly between nations which had been in the habit of settling their difficulties secretly by mutual concessions. After the League had been in session for nine days a committee to investigate Armenian conditions was named. It was generally admitted that the absence of Germany and America from the League constituted great barriers to the fulfillment of the League program. Another barrier was the fact that the World War had not been finished long enough to permit sincere co-operation by the nations of the world. Only time, agree foreign correspondents, will remove both of these barriers. What was the above mentioned committee to do in Armenia? Underline the answer. Although it was announced the day after the League met that the American government would take no part whatever in the first meeting, and that no persons either officially or unofficially would attend the session on behalf

Continue on the following page

of the United States, Secretary Colby declared ten days later that the United States would insist upon its right to be consulted on the terms of mandates as provided for in the League Covenant, and challenged the view of the British Government "that the terms of mandates could properly be discussed only with the Council of the League of Nations and by the signatories of the Covenant."

The question of disarmament was the next important matter to come up in the secret sessions of the Commission dealing with disarmament. The smaller nations favored world disarmament, and Italy agreed in this, but Britain and France felt that the world was not yet ready for complete disarmament. Japan, on the other hand, seized this opportunity to announce that she could not disarm while America continued to increase both her Army and Navy. Underline once a European country that opposed complete disarmament; then underline twice the country feared by Japan.

On December 4, the Argentine delegation withdrew from the Assembly and stated that they would not resume their places until elections of the Council could be made by the Assembly; until the World Court could have compulsory jurisdiction; until all states recognized in the community of nations could be admitted; and until smaller states, whose boundaries are not defined, could be admitted in a consultative capacity without a vote. How many conditions were thus laid down by Argentina? Write the number on the margin. This action was hailed by Germany, who applauded what she termed the Argentine delegation's stand "against French dictatorship."

In the early days of the session the Council invited President Wilson to name a representative to sit in a commission of the League or to co-operate in a study of the reduction of armaments, but this invitation was declined, since the United States was not a member. The economic blockade, which is considered to be the only weapon of the League

Continue on the following page

against covenant-breaking states, was very much weakened by a decision of the Assembly leaving to each country to decide for itself when a blockade shall be applied. It was brought out that no blockade, if all surrounding states should refuse to join, could be effective. Is it stated that an economic blockade could never be effective? Write 'yes' or 'no' on the margin here. Then place a check mark before those of the five following phrases that properly describe the relation of the United States to the League Assembly: () official representative present; () notice given that it was not to be ignored in arranging mandatories; () prominent American diplomats present; () unrepresented in the Assembly; () represented on special commissions only.

Perhaps the greatest victory won by a single nation was the temporary admission of the Chinese delegate to the Council of the League. In this instance China replaced Greece. The correspondents look upon the victory as a personal one for Dr. Wellington Koo, a former Columbia student, over the veteran Viscount Hayashi. Perhaps the most important economic accomplishment, in the eyes of the United States, is the establishment of an International Commission to act as a banker for European nations entirely without credit or with very little credit. This is expected materially to increase the export trade of the United States and to permit temporarily embarrassed European nations to purchase necessary foodstuffs and supplies. Was the delegate from China admitted permanently? Answer here.

Throughout the session the Great Powers refused to permit in the Assembly a discussion of their rights, privileges, and obligations as mandatories. Thus, Great Britain, France, and Japan are not compelled at this time to reveal their mandate plans in Mesopotamia, Syria, Lebanon, and Palestine. The fight for mandate publicity brought the quarrel of the Assembly with the Council for increased

Continue on the following page

power to a head, and although the Assembly published a report sharply criticizing the Council for its old-school secret diplomacy, the Council held that mandates under it should not be publicly discussed at this time.

In the preceding paragraph underline the body that contended with the Assembly for power. After five weeks' work the first Assembly of the League of Nations adjourned, to meet again on the first Monday in September, 1921. Congratulatory speeches were made by the leaders, stating that the work done by the Assembly made the League a "living, working organization."

According to the League of Nations News Bureau, is the famous tenth Article understood to preserve intact the boundaries laid down in the treaties? Write 'yes' or 'no' in the margin when you find the answer. In a summary of accomplishments sent out by the League of Nations News Bureau, of New York, it is declared that each participating Government now is equipped with a trained staff familiar with the workings and policies of the League; that the adoption of a budget places the League on a sound financial basis; that Article X of the Covenant was formally interpreted as "a guaranty of the protection against unprovoked foreign aggression and not as a guaranty of the territorial limits and political conditions established by the peace treaties against changes of any kind;" that the principles set forth and formally adopted by an overwhelming majority on the mandate question will go far toward compelling the future adoption of a mandate policy in agreement with the spirit of the Covenant. Do you understand that these principles were set forth by the Assembly or by the Council? Write your answer here.

Pupil's Name.

Bureau of Administrative Research, University of Cincinnati, Cincinnati, Ohio.

Gregory Tests in American History; Test III, Form A

GRADES EIGHT TO TWELVE

Designed by Dr. C. A. Gregory, Director of Bureau of Administrative Research, University of Cincinnati.

Scores to be Filled in
by Teacher.

PART 1.....

PART 2.....

PART 3.....

PART 4.....

PART 5.....

PART 6.....

PART 7.....

TOTAL SCORE.....

Fill the blanks and write your name in the upper left hand corner before you begin the test.

1. Pupil's name..... 2. Grade.....

3. City or Postoffice..... 4. Name of School.....

5. Name of Teacher..... 6. Date: Year....., Month.....

7. Pupil's Age, Years..... Months.....

The examiner should read the directions aloud to the class, the pupils following him looking on their papers. They should then ask questions until all parts are clear. The directions are repeated on the inside before each part of the test.

DIRECTIONS FOR DOING THE TEST

There are seven parts to this test and each part has a set of directions telling you how it is done. **READ THE DIRECTIONS FOR EACH PART CAREFULLY BEFORE YOU ATTEMPT TO DO ANY PART OF THE TEST AND DO THE PARTS JUST AS THE DIRECTIONS SAY.** The test is so arranged that you have very little writing to do. Each part may be answered by making a cross (X) or writing a word, or date. You will be given all the time you need to do the test so read each part carefully and try to get just as many right as you can. If you come to a part you are not sure about do not spend too much time with it but give it some answer and go on the next. Be sure to do each part even if you simply guess at the answer.

Part 1 is a list of miscellaneous facts and dates. There you are asked to fill the blanks with words and dates which will make the sentences true. The following examples illustrate how this part of the test is to be done.

America was discovered in the year..... The blank should be filled with the date, "1492."

America was discovered by..... In this blank we should write the word, "Columbus." In doing Part 1 of the test write all names and dates to the right of the vertical line on page 2, so that they will be in a straight line for scoring.

In the other six parts of the test, statements are made in three ways, or three reasons are given why each of the statements is true. One of these statements or reasons is right and the other two are entirely wrong, or so nearly wrong that they could not possibly be accepted as truths or reasons for the statement made. You are asked to put a cross before the part or reason that makes the statement true. For example:

We secured the Louisiana Territory from
England as a result of the Revolutionary War.

Spain by annexation.

X. France by purchase.

The last three words make the above statement true so we put a cross (X) on the line before the words, "France by purchase." In making the crosses be sure to make them on the line and not through the line.

England's claim on America was based on the discoveries of

X. the Cabots.

Hudson.

Raleigh.

The first reason is the correct one so we put a cross on the first line. The last six parts on the inside of this test sheet are similar to the two examples just given above.

Fill the blanks with words, names and dates which will make the sentences true. Put but one word or date in each blank, unless more than one is necessary, and write them to the right of the vertical line so they may be scored easily. That is, write them in the column where it says: "Write your words and dates here." Be careful to get your words and dates on the right lines.

1. America was named after a Florentine merchant by the name of _____
2. Jamestown, Virginia, was settled by the English in the year _____
3. The Articles of Confederation were in force from 1781 to _____
4. The year in which the "Old Liberty Bell" rang out the decision of the colonies to be free from England was _____
5. The treaty of peace with England, which officially acknowledged our independence, was signed in the year _____
6. The man in Washington's cabinet who placed our government on a firm financial basis was _____
7. The men who surveyed and established the famous boundary line between Pennsylvania and Maryland were _____
8. When the War of 1812 broke out the president of the United States was _____
9. The last federalist president of the United States was _____
10. The cotton gin was invented in 1793 by _____
11. Florida was purchased in 1819 from _____
12. The man who did most to bring about the Missouri Compromise was _____
13. If we speak of the people as federalists and anti-federalists in 1800, then we would call Jefferson } a
an
14. When the government went into operation Washington chose as his secretary of state _____
15. The X. Y. Z. Affair took place during the administration of _____
16. The man who represented the United States in our new treaty with England in 1794 was _____
17. The Declaration of Independence was written by _____
18. Jefferson sent out an exploring expedition to explore the Great West in 1804 under the leadership of _____
19. The number of amendments that have been added to the Constitution of the United States up to 1922 is _____
20. The constitutional convention which met in 1787 chose as its president _____
21. The Webster-Hayne debate took place in the year _____
22. The man who succeeded Andrew Jackson to the presidency was _____
23. The "Liberator," the great anti-slavery publication was edited by _____
24. The first president elected by the Whig Party was _____
25. The war with Mexico was fought during the administration of _____
26. Webster's famous Seventh of March Speech was made in the year _____
27. The man most influential in affecting the compromise of 1850 was _____
28. Uncle Tom's Cabin was written by _____
29. The chief defender of the doctrine of "squatter sovereignty" in the compromise of 1854 was _____
30. The president of the Confederate States of America was _____
31. The great World War broke out in the year _____
32. The leader of the Democrats in 1896 was _____
33. The Webster-Ashburton treaty was made by Daniel Webster, representing the United States, and Lord Ashburton, representing _____
34. The secession of the southern states began under the administration of _____
35. The man who drafted and presented the "Fourteen Points" was _____
36. What is the name of the man who first used these words in closing a famous speech: "Liberty and union, now and forever, one and inseparable?" _____
37. Was Panama free or a part of Colombia when we began the construction of the Panama Canal? _____
38. Salt Lake City was founded and settled by a religious sect known as _____
39. Southern sympathizers residing in the North during the Civil War were called _____
40. Texas was admitted to the Union in the year _____

Write your words
and dates here

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SCORE EQUALS NUMBER RIGHT

Read all three parts of each of the ten statements made below and put a cross (X) on each of the dotted lines before the parts that make the statements true. Be sure to check ONLY ONE part of each of the ten statements.

1. Columbus made his first voyage across the Atlantic because
..... he believed he could discover a new continent.
..... he believed the earth was round and he could find a shorter route to India.
..... he wanted to secure the Indian trade for his native city, Genoa.
2. The capture of Constantinople by the Turks in 1453 affected European trade with India because
..... the strife between the Mohammedans and Christians was so severe that most of the trade ceased.
..... the Turks being in possession of a great commercial city were encouraged to increase their trade with India.
..... the Turks cut off the trade of southwestern Europe by way of the Mediterranean Sea and forced western European countries to seek other routes.
3. Europe at the time Columbus discovered America was
..... Catholic in religion and ruled by kings and a clergy who had little respect and sympathy for the common people.
..... Protestant and ruled by the great middle class that asserted its religious and political rights.
..... In the hands of the middle and lower classes that stood for equality and equal opportunity for all.
4. We should study the European background of American history primarily because
..... we are of European descent and should honor the original home of our fore-fathers.
..... our customs, government, institutions, laws and religion are European in origin, and we should study this background to better understand our own institutions.
..... Europe sent out explorers and discoverers and founded a home for us.
5. The Pilgrims that landed on the Massachusetts coast in 1620 have always been referred to with pride because
..... they planted the first rich and prosperous colony in New England.
..... they granted complete religious freedom to all settlers who came to their colony.
..... of their sturdiness of character, high ideals, and willingness to sacrifice for what they conceived to be right.
6. The Pennsylvania colony got on well with the Indians because
..... the colony was strong, well protected and greatly feared by the Indians.
..... Penn made treaties with the Indians which both sides faithfully kept. He treated them fairly.
..... the Quakers did not believe in fighting and Penn gave the Indians large amounts of supplies each year to buy their friendship.
7. The Iroquois, the most powerful Indian tribe east of the Mississippi, were
..... forever enemies of the French because the French led by Champlain joined forces with their enemies, the Algonquins.
..... friends of the French because the French promised to restore their lands captured by the English.
..... neutral in the strife between England and France because they had nothing to gain by fighting on either side.
8. William Pitt was famous in colonial history because
..... he was a great French general who captured Quebec in the French and Indian War.
..... of his daring speech in which he said: "I know not what course others may take; but as for me, give me liberty or give me death."
..... he aroused England from her slumber and was largely responsible for the success of the English colonies in the French and Indian War.
9. The union of four colonies in 1643, known as "The New England Confederation," was important because
..... It afforded the colonists better protection against their hostile neighbors and showed the value of a union which they later used at the time of the American Revolution.
..... It was a united protest against the oppression of England.
..... It was the first united attempt at religious freedom in America.
10. The West India Company was
..... a commercial company organized in England to carry on trade in the West India Islands.
..... a Dutch company which made settlements along the Hudson, Delaware and Connecticut Rivers.
..... a company organized in Spain to establish fur trading stations along the St. Lawrence.

Read all three parts of each of the ten statements made below and put a cross (X) on each of the dotted lines before the parts that make the statements true. Be sure to check **ONLY ONE** of each of the ten statements.

1. The Articles of Confederation were unsatisfactory because

-they gave congress power to rule the colonies with an iron hand.
-they gave congress the power to make laws but provided no way to enforce them.
-they attempted to force the colonists to adopt a common religion and free schools.

2. "Writs of assistance" were

-methods used by England to assist her colonies in trade and manufacturing.
-warrants given to revenue officers to search for smuggled goods.
-agreements the colonists had to assist one another in case of an attack from the Indians or foreign foes.

3. The colonists in 1765 claimed to be loyal English subjects and yet they openly disobeyed the laws of England made relative to trade and taxation. The colonists claimed the right to disobey these laws because

-no country has a right to tax her colonies and regulate their trade against their will.
-a group of people have a right to disobey the laws of any country if the laws hurt their trade and business.
-the laws were unjust and were made to benefit England without consulting or taking into consideration the welfare of the American colonies.

4. One of the following is a quotation from the Declaration of Independence. Put a cross on the line before that quotation.

-"Liberty and Union, now and forever, one and inseparable."
-"We hold these truths self-evident: That all men are created equal, that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness."
-"The world will little note nor long remember what we say here, but it can never forget what they did here."

5. While the American colonies were not always right in their attitude towards England yet one of the great political lessons to be drawn from the strife between England and the colonies is

-that government by oppression and without due respect for the rights of the governed must ultimately fail.
-that when colonies become as strong and as able to take care of themselves as were the American colonies they should always be given their freedom.
-that attempts of a ruling country to tax her colonies and regulate their foreign trade is fundamentally wrong.

6. The new constitution of the United States was to go into effect

-as soon as it was adopted by the constitutional convention and officers could be elected.
-as soon as it was submitted to a popular vote of the people and a majority voted in favor of it.
-as soon as it was ratified in state conventions by as many as nine states.

7. The Boston Tea Party was a

-formal reception given the new governor sent over by George III to rule the colonies.
-group of American colonists dressed as Indians who threw the tea sent over by England into the sea as a protest against the tax.
-company formed to import tea and spices directly from China instead of from England.

8. The member of the Virginia House of Representation who said in a speech against the Stamp Act, "Caesar had his Brutus; Charles the First his Cromwell, and George the Third may profit by their example," was

-James Otis.
-Alexander Hamilton.
-Patrick Henry.

9. The battle of Saratoga was one of the most important battles of the Revolutionary War because

-the Americans completely outwitted the famous English general, Burgoyne, and forced him to surrender.
-Burgoyne's defeat encouraged France to acknowledge the independence of the American colonies and to aid them in their fight for independence.
-the Americans captured large supplies of food and guns for which they were in sore need.

10. Many compromises were made in the Constitutional Convention. On the question of slavery the country was divided into North and South. On the question of representation in congress there was also a division into small states and large ones. Put a cross before the compromise which particularly favored the small states.

-Representation in the House of Representatives based on population.
-Three-fifths of all slaves should be counted in determining the number of representatives in the lower house.
-Equal representation in the senate.

SCORE EQUALS NUMBER RIGHT MINUS ONE-HALF THE NUMBER WRONG.....

Read all three parts of each of the ten statements made below and put a cross (X) on each of the dotted lines before the parts that make the statements true. Be sure to check **ONLY ONE** part of each of the ten statements.

1. The "Holy Alliance" was
 -a religious organization for the spread of the gospel among the heathens.
 -an organization of the Catholic church for the spread of Catholicism.
 -an organization of European monarchs to keep down revolutions and check the growth of democracies, especially in the New World.
2. The purchase of Louisiana by Jefferson in 1803 was made primarily because
 -the land east of the Mississippi was all settled and we were in sore need of additional land for settlement.
 -France under the leadership of Napoleon might plant a dangerous colony there.
 -England was at war with France and was about to seize this territory and plant English colonies there.
3. The Monroe Doctrine is
 -a law, passed by congress during Monroe's administration, stating in substance that the American continents are not open for future colonization by European nations and that any attempt at colonization or at re-subjecting nations now free would be considered an unfriendly act.
 -not a law but simply a declaration of our foreign policy made by Monroe in his message to congress.
 -a theoretical form of government proposed by Monroe but rejected by congress because of its being unconstitutional.
4. One phase of Hamilton's financial scheme was
 -to establish a United States bank with the government as a stockholder.
 -to establish a United States treasury system as we have today.
 -to establish a number of state banks for the accommodation of the citizens in the various states.
5. The first three presidents of the United States were elected according to Section 1, Article II, of the constitution, which provided
 -that the presidential electors should each vote for two men for president and the person receiving the highest number of votes should become president, provided that number be a majority of all the votes cast. After the choice of the president, the person having the greatest number of votes should be vice-president.
 -that the electors should vote for a president and a vice-president; that the person having the greatest number of votes for president should become president provided the number be a majority of all the electors appointed; the person receiving the greatest number of votes for vice-president should be vice-president, if this number be a majority of all electors appointed.
 -that the senators and representatives should meet in joint session and elect by ballot both president and vice-president.
6. The Alien Law passed in 1798
 -made it easier for foreigners to come to this country and secure homes.
 -lengthened the time it took foreigners to become American citizens and was aimed to make it more difficult for foreigners to gain control of the government.
 -gave the president power to banish any foreigner whom he considered dangerous to the government.
7. The Virginia and Kentucky Resolutions
 -praised the Alien and Sedition Laws as great safeguards to American liberty.
 -declared the Alien and Sedition Laws unconstitutional and void.
 -declared that the right to hold slaves was a question to be settled by the states and not by the national government.
8. The Missouri Compromise of 1820 provided
 -that Missouri should enter the Union as a slave state and all territory received from the Louisiana purchase west of Missouri and north of thirty-six degrees and thirty minutes should be free.
 -that the people of Missouri should decide by popular vote whether or not Missouri should enter the Union as a slave state.
 -that Missouri should enter the Union as a free state but in all states formed from the territory west of the Missouri and north of thirty-six degrees and thirty minutes the people should decide for themselves whether the state should be free or slave.
9. The X. Y. Z. Affair was
 -a secret organization formed in the North to free the slaves.
 -a secret agreement between France and Spain to re-capture the territory north of the St. Lawrence River.
 -an attempt of French representatives to extort a bribe from men sent to represent us in France.
10. The Hartford Convention which was made up of delegates from three New England states met in 1814 to
 -formulate plans for carrying on the war more effectively against England.
 -formulate plans to prevent the national government from encroaching on what these states considered their rights.
 -form a more effective trade agreement with France.

SCORE EQUALS NUMBER RIGHT MINUS ONE-HALF THE NUMBER WRONG-----

PART 5—THE PERIOD OF SECTIONAL DISPUTES AND CIVIL WAR, 1830 TO 1865

Read all three parts of each of the ten statements made below and put a cross (X) on each of the dotted lines before the parts that make the statements true. Be sure to check **ONLY ONE** part of each of the ten statements.

1. The thirteenth amendment to the constitution of the United States made
 - the negro a voter.
 - the negro a free man.
 - the negro a citizen.
2. The panic of 1837 was caused chiefly by
 - Jackson's failure to re-charter the United States bank in 1836 which forced the national government out of the banking business.
 - the almost total failure of the corn, wheat, and potato crop in 1836.
 - wildcat banking which encouraged speculation and the later issuance of Jackson's "Specie Circular" which provided that only gold and silver would be accepted in payment for government lands.
3. The "Ostend Manifesto" was a
 - document prepared by three of our European representatives stating in substance, that the United States should offer to buy Cuba from Spain, and if Spain refused to sell, we should be justified in seizing it by force.
 - document which proposed a new government for Cuba; which provided that the further importation of slaves from Africa should cease.
 - document drawn up at Ostend which specifically defended our rights on the high seas.
4. When Texas asked to become a state in 1845 she was
 - still a part of Mexico and the war with Mexico was fought to free this territory so that it might become a part of the United States.
 - a free and independent state.
 - part of the territory ceded to the United States by Spain in 1819 and hence already one of our possessions.
5. "Popular Sovereignty" was a new doctrine proposed by General Lewis Cass of Michigan in 1847 which held that
 - each male citizen, including slaves, twenty-one years old, were sovereigns and had the right to vote on all questions pertaining to local government.
 - the people of the territories had a right to decide for themselves whether or not they would have slaves and congress had no right to interfere.
 - the franchise should be extended and popularized so that more people would have the right to vote.
6. The "Trent Affair" was an important episode in the Civil War because
 - Mason and Slidell were two famous southern generals and their capture was a great military blow to the South.
 - the Trent was a large merchant vessel that had succeeded in running the blockade in the South and its capture prevented the South from getting much needed supplies from England.
 - we violated a principle which we fought for in the War of 1812 pertaining to the right of search on the high seas.
7. One of the groups below contains a part of the provisions of the compromise of 1850. Put a cross on the line before that group.
 - California should be admitted as a free state; slave trade should be abolished in the District of Columbia and Utah and New Mexico should be organized without reference to slavery.
 - California should be admitted as a slave state and the territories of Utah and New Mexico should decide for themselves whether they should be free or slave.
 - California should be admitted as a slave state and the principle of "squatter sovereignty" should apply to all other territory.
8. Dorr's Rebellion was
 - an uprising of the people of Rhode Island in protest against Jackson's "specie payment."
 - a contest between two rival governments in Rhode Island, one of which protested against limited suffrage and elected Dorr, governor.
 - an armed resistance of a group of farmers along the Hudson against the payment of rents to the descendants of the patrons.
9. The seceded southern states established a government of their own
 - at Montgomery, Alabama, under the name of the "Confederate States of America" and elected Jefferson Davis president.
 - at Richmond, Virginia, under the title of the "Southern Confederacy" and chose as their president, Robert E. Lee.
 - and elected Alexander H. Stephens of Georgia as their first president.
10. Lincoln chose as his Secretary of State
 - Stephen A. Douglas, the democratic candidate for the presidency against him in 1860.
 - Edward M. Stanton who later served as Secretary of War under Johnson.
 - William H. Seward, a member of the Republican party and a rival of his for the presidency.

SCORE EQUALS NUMBER RIGHT MINUS ONE-HALF THE NUMBER WRONG_____

**PART 6—THE PERIOD OF RECONSTRUCTION AND NATIONAL
DEVELOPMENT FROM 1865 TO 1900**

Page 7

Read all three parts of each of the ten statements made below and put a cross (X) on each of the dotted lines before the parts that make the statements true. Be sure to check **ONLY ONE** part of each of the ten statements.

1. The Alabama Claims were

- ☐ claims against England for damages done to our merchant vessels by the Alabama and other similar vessels built in England and sold to the South during the Civil War.
- ☐ claims presented to congress by the state of Alabama for damages done to property in the Civil War.
- ☐ land claims of the southern confederacy whose capital was at Montgomery, Alabama.

2. The name "Carpetbagger" was given to

- ☐ northern politicians who went south and, taking advantage of the ignorance of the negroes, succeeded in getting themselves elected to office.
- ☐ dishonest southern politicians who persuaded the negroes to elect them to office.
- ☐ the more ambitious negroes of the South who, though they could put all their property in a carpetbag, promised to make their fellow countrymen rich if they would only elect them to office.

3. The Hayes-Tilden election dispute arose from the fact that

- ☐ some of the southern states had not reported the results of the election within the time specified by the constitution and the Republicans wanted to throw out these votes.
- ☐ each candidate received the same number of votes and the house of representatives could not decide whether the states which had seceded should be allowed to vote in choosing a president.
- ☐ two sets of electoral votes, each claiming to be authentic, were presented from some of the southern states notably, South Carolina, Florida and Louisiana. If one set of votes were counted, Hayes would become president, and if the other set were counted Tilden would become president.

4. The Presidential Succession Act passed by congress during Cleveland's administration provided

- ☐ that no person should succeed himself as president for more than one term.
- ☐ that in case of the death of both president and vice-president or their inability to act, then the secretary of state followed by other members of the cabinet in the order in which the offices were created should become president.
- ☐ that in case both the president and vice-president should die or be unable to act, then the speaker of the house of representatives should act as president until another was elected.

5. The Civil Service Reform Bill introduced in congress by Senator Pendleton of Ohio

- ☐ aimed to increase the service congressmen should render the nation by forcing them to be present each day congress was in session.
- ☐ aimed to do away with the "spoils system" which had been in operation since Jackson's administration by appointing a commission to inquire into the fitness of candidates for office so that a man would become an office holder because of his fitness and not because he was a member of some political party.
- ☐ empowered the president to make post office and other appointments because of the fitness of the candidates for office and not because they were members of his political party.

6. During Cleveland's second administration a dispute arose over the Venezuela boundary line which threatened to cause war between the United States and one of the European countries mentioned below. Put a cross before the name of that country.

- ☐ Germany.
- ☐ France.
- ☐ England.

7. The Philippine Islands became possessions of the United States

- ☐ as a result of the war with Spain and our paying Spain twenty millions of dollars for them.
- ☐ because they were about to be captured by the Japanese and Russia asked the United States to buy them from her rather than let them fall into the hands of the Japanese.
- ☐ by simply annexing them. They had gained their freedom from Spain and were annexed to the United States to maintain the balance of power in the Orient.

8. When the president of the United States is impeached he is tried

- ☐ by the senate and house of representatives in joint session.
- ☐ by the United States supreme court.
- ☐ by the United States senate.

9. Only one person ever served two non-consecutive terms as president of the United States. That person was

- ☐ Andrew Jackson.
- ☐ Grover Cleveland.
- ☐ Ulysses S. Grant.

10. Congress declared war against Spain in 1898

- ☐ because the Spaniards sank the battleship, Maine, which carried down with her over two hundred and fifty sailors and officers.
- ☐ because Cuba wanted her independence and asked the United States to help get it.
- ☐ because of the oppression and misrule of the Spaniards in Cuba which made a stable government impossible and life almost intolerable.

SCORE EQUALS THE NUMBER RIGHT MINUS ONE-HALF THE NUMBER WRONG-----

PART 7—THE PERIOD FROM 1900 TO 1922

Read all three parts of each of the ten statements made below and put a cross (X) on each of the dotted lines before the parts that make the statements true. Be sure to check **ONLY ONE** part of each of the ten statements.

1. When the great World War broke out, the ruling house in Germany was
 - The Hohenzollerns
 - the Romanoffs.
 - the Hapsburgs.
2. Direct primary elections, popular since 1900, are supposed to be superior to the convention system because
 - they do away with the great expense of holding county and state conventions.
 - they prevent a few politicians from getting together and choosing candidates who may not represent the interests of the people.
 - they require higher qualifications for candidates than in the convention system.
3. The leader of the fight in the United States Senate against our nation's becoming a member of the "League of Nations" in Wilson's administration was
 - Oscar Underwood.
 - James Watson.
 - Henry Cabot Lodge.
4. The federal reserve banks were established by congress
 - to increase the amount of money in circulation.
 - to distribute and control the money of the country in such a way that a few individuals could not exact any rate of interest they pleased.
 - to aid the farmers to purchase and improve government land.
5. The "Boxer Rebellion" which occurred in 1900 was
 - a rebellion of one of the countries in Mexico in protest against the high taxes being imposed upon it.
 - an attempt of the Filipinos to gain their freedom a short time after we had secured the islands from Spain.
 - an uprising of a group of people in China known as "Boxers" who tried to rid their country of all foreigners by murdering them and taking their property.
6. The initiative, referendum and recall are measures designed
 - to protect the men and women in office and prevent hasty legislation which might be disastrous to the community and the state at large.
 - to keep important community and state problems out of politics so that they may be decided for the best interests of all.
 - whereby the people may begin new legislation, sit in judgement on important issues and remove from office those who are not carrying out the wishes of the people.
7. In order to amend the constitution of the United States, the proposed amendment
 - must be passed by a majority of both houses, and signed by the president.
 - must be passed by two-thirds majority of both houses of congress and ratified by three-fourths of the states.
 - must be passed by three-fourths of both houses of congress and ratified by two-thirds of the states.
8. The Panama Canal Zone was purchased from
 - Ferdinand de Lesseps, a French engineer, who attempted to dig the canal and failed.
 - the people of Panama who had rebelled against Colombia and whose independence was acknowledged by the United States and other foreign countries.
 - the Mexicans who had owned the territory from an early day.
9. As a general policy the democratic party has always
 - stood for a high protective tariff.
 - stood for a tariff for revenue only.
 - been against tariff of any kind.
10. The Volstead Act
 - was the initial step taken by congress which finally led to the giving of the ballot to women.
 - is an act of congress to enforce the eighteenth amendment to the federal constitution commonly known as "the Prohibition Amendment."
 - pertains to the election of United States senators by popular vote.

SCORE EQUALS NUMBER RIGHT MINUS ONE-HALF THE NUMBER WRONG-----

SUPERINTENDENT PEARSON'S TEST

May, 1930

COURSE OF STUDY TEST

American History

1. Did Columbus ever realize the full value of his discoveries?
2. Florida was purchased in 1819 from what country?
3. Is the following quotation from the Declaration of Independence?
"The world will little note nor long remember what we say here, but it can never forget what they did here."
4. The Declaration of Independence was written by whom?
5. Was the United States well prepared for war in 1812?
6. Is it true that the Kentucky and Virginia Resolution declared in substance that the Alien and Sedition laws were contrary to the Constitution?
7. Is it true that the American Revolution was the result of a number of different acts, no one of which would have been sufficient to have led to war?
8. Who was the man in Washington's cabinet who placed our government on a firm financial basis?
9. The first commercially successful steamboat was built by whom?
10. Is it true that Grover Cleveland opposed the annexation of Hawaii?
11. Would it have been possible or advisable to give the veterans of the World War the same privileges of free land in the West which the government gave to the Civil War veterans?
12. Was it true that the chief reason for the decline and abolition of slavery in the northern colonies was the belief that slavery was morally wrong?
13. Can you justify the statement that the United States was a democratic nation in 1789?
14. The practice of rewarding party workers by appointing them to public offices is called what?
15. Which did the Hartford Convention do, help the interests of the Federalist Party or hinder them?
16. Did John Brown have the right idea of how the slavery question was to be settled?
17. Who was the inventor of the sewing machine?
18. A group of non-official advisers whom Pres. Jackson frequently consulted was called what?
19. Thomas Jefferson, president of the United States 1801-1809 was from what state?
20. Did the Ordinance of 1787 provide that there should be no slavery in the Northwest Territory?
21. What was Horace Greeley's attitude toward slavery, for or against it?
22. Is it true that the colonists profited by the Navigation Acts?
23. Who was the author of Uncle Tom's Cabin?

24. Is it true that Lincoln's Emancipation Proclamation Jan. 1, 1863 was given without warning?
25. The tariff of 1828 is frequently referred to in history as what tariff?
26. Jamestown, Virginia, was settled by the English in what year?
27. Who was the man who represented the United States in our treaty with England? In what year?
28. Did the Monroe Doctrine ever become a law?
29. Is the following a provision of the Compromise of 1850- To prohibit slavery in the District of Columbia?
30. Who was the author of "Common Sense?"
31. Who is referred to in early American History as America's Greatest Diplomat?
32. In what colony did representative government have its beginning in 1619?
33. Daniel Webster was from what state?
34. What were indentured servants?
35. What people were the first to use irrigation on a large scale in the United States?
36. When the war of 1812 broke out, who was president of the United States?
37. The Sixteenth Amendment provided for what?
38. Who was the man who succeeded Andrew Jackson to the presidency?
39. The arguments of Hamilton, Madison, and Jay in favor of ratification of the constitution were set forth in a series of newspaper articles and were brought together in a book called what?
40. Who invented the telegraph?
41. The first state to be carved out of the Northwest Territory was what?
42. Alexander Hamilton was a member of what political party?
43. What was the leading issue in the political campaign of 1896?
44. What was the basis of England's claims in North America?
45. The first colony to separate church and state was what?
46. African slavery in the English colonies began at Jamestown in what year?
47. The campaign cry of "fifty-four, forty or fight" referred to what question?
48. Kansas was admitted to the union as a free state in what year?
49. Who was the author of the Kansas-Nebraska Bill?
50. Under the Articles of Confederation the states withheld from Congress two kinds of powers that were absolutely essential for a strong government - what were they?
51. Who was the noted Tammany leader who robbed New York City of many millions of dollars?
52. Who about 1837 urged the people of Mass. and other New England states to spend more money on schools and employ better teachers?
53. The greatest leader of the Abolitionists was who?
54. The paper money issued by the United States during the Civil War was called what?

55. "Old Hickory" was a name given to whom?
56. The period from 1783 to 1789 is known as what period in American History?
57. What attitude did Madison and Monroe take toward internal improvements?
58. When was Iowa admitted to the union?
59. Who was the leading figure in the organization and management of the American Federation of Labor for more than a quarter of a century?
60. The cotton gin was invented in what year?
61. In whose administration did the X. Y. Z. affair take place?
62. Jefferson sent out an exploring expedition to explore the Great West in 1804 under whose leadership?
63. The act of Congress discontinuing the coinage of the standard silver dollar was referred to as what?
64. Give date of Monroe Doctrine?
65. The United States purchased Alaska from Russia in what year?
66. The practice of owning all things in common is called what?
67. Who was the famous Virginia leader who opposed the Stamp Act?
68. For a time in early history Jamestown was a communistic experiment and private property was abolished. Was the experiment successful?
69. The treaty of peace signed with England, which officially acknowledged our independence was signed in what year?
70. What convention met in 1786 to consider matters of taxation and commerce?
71. A general pardon for past offenses is called what?
72. For how many years was the Federalist Party in power?
73. Calhoun was a leader from what state?
74. 1588 is the date of what?

UNIT I.-HOW THE NEW WORLD WAS DISCOVERED AND EXPLORED BY THE
OLD. (1450-1600)

Final Test

1. These four nations were interested in discovery in the 15th. century:
2. The most powerful organization in Europe in the 15th. century was:
3. The greatest movement of the 14th. and 15th. centuries was:
4. The second most important movement of the 15th. century was:
5. These 5 important inventions came into use:
6. In 1600, Spain claimed _____; France claimed _____; England claimed _____.
7. Why was Columbus's discovery so important?
8. In what two ways was the defeat of the Spanish Armada important in American History?
9. Correctly associate items in column Y with items in column X.

X

Y

- | | |
|---------------------------|--------------------------------------------------|
| 1. The Renaissance | a. Closed trade between Europe and Asia. |
| 2. Fall of Constantinople | b. Opened trade between Europe and Asia. |
| 3. Bull of Demarcation | c. Revived civilization in Europe. |
| 4. The Crusades | d. Divided new lands between Spain and Portugal. |

Mark each of the following TRUE or FALSE:

10. The English were the first to touch the mainland of North America in the 15th. century.
11. England and France respected the Bull of Demarcation.
12. Columbus died happy because he had discovered the New World.
13. Columbus was seeking to discover new lands when he discovered America.
14. Commerce in the 15th. century was comparatively safe and easy.
15. Europeans confined their trade to Europe in the 15th. century.
16. Population was chiefly rural in the 15th. century.
17. Education was quite universal in the 15th. century.
18. The common people had an important share in government in the 15th. century.
19. Italians were leaders in geographical discovery in the 15th. century.

20. Indicate the chronological order of the following:

- a. () Spanish discovery of America
- b. () French discovery of America.
- c. () English discovery of America.
- d. () Portuguese discovery of the Cape of Good Hope.

21. Give events of these dates:

- a. 1453
- b. 1497
- c. 1513
- d. 1565
- e. 1588

22. Name 6 men of this period and state an important contribution by each.

UNIT II.-HOW THE NEW WORLD WAS PEOPLED FROM THE OLD.
(1600-1763)

1. These motives were important in causing people to settle in the New World:
 - a.
 - b.
 - c.
2. The colonial governments furnished the national government the idea of the following: (a)
(b) (c)
3. Give two causes of the French and Indian War.
4. Give three important provisions of the Treaty of Paris, 1763.
5. The dominant nation in America in 1763 was _____.

Mark each of the following TRUE or FALSE:

6. In 1750 slavery existed in each of the thirteen English colonies.
7. In 1700 a postal system existed in the English colonies.
8. England wanted the colonies to send her manufactured goods.
9. New England showed a spirit of independence as early as 1700.
10. The Puritans of Massachusetts allowed religious freedom.
11. The colonies practically governed themselves in 1700.

Association Test. In the following question, match each item in column X with its appropriate item in column Y:

- | <u>X</u> | <u>Y</u> |
|-------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| 12. | |
| 1. Slavery | a. The Royalists to America. |
| 2. The Great Migration | b. Gave religious freedom. |
| 3. The Cavalier Exodus | c. Puritans to America. |
| 4. The Toleration Act | d. Colonies existed for the benefit of the Mother country. |
| 5. The Bill of Rights | e. Taxation only by representatives. |
| | f. The Negro to America. |
| 13. Puritanism in religion helped to develop _____ in government. | |
| 14. Two conditions in Europe which encouraged migration to America: a. _____ b. _____ | |
| 15. Why do we say the foundation of American civilization is British? | |
| 16. Give two ways in which the French and Indian War was a factor in the American Revolution. | |
| 17. Why is America called a "land of opportunity"? | |
| 18. What have we had in this Unit that may be considered:
a. A step toward our present Union?
b. A prototype of our Congress? | |

18. (continued)

- c. A prototype of our national Constitution?
- d. A cause of our Civil War?
- e. A cause of the Revolutionary War?

19. Give events of these dates:

- a. 1608
- b. 1713
- c. 1634
- d. 1649
- e. 1619

20. Name eight men of this period, and state why each is important.

UNIT III.-HOW THE NEW WORLD BROKE AWAY FROM THE OLD.
(1760-1823)

1. Give three underlying causes of the American Revolution.
2. Give five immediate causes of the American Revolution.
3. Give three reasons why the battle of Saratoga was important.
4. Give four important terms of the Treaty of Paris, 1783.
5. List seven important men of this period, and state why each is so considered.
6. Give events of these dates:

- a. 1823
- b. 1783
- c. 1776
- d. 1778
- e. 1777

Mark each of the following TRUE or FALSE:

7. The colonies had more freedom in 1750 than in 1770.
8. Prior to 1760, the English colonies had not exhibited a desire for self-government.
9. Prior to 1775, but few Americans desired independence.
10. The Monroe Doctrine was a law passed by Congress.
11. The Holy Alliance was an organization of the Catholic Church to spread the Catholic religion.
12. The colonies wished to send representatives to the British Parliament.
13. The American and the British ideas of representation were similar.

The American Revolution was justified---

14. Because the colonies had reached a place in development where they should have been independent.
15. Because England was so cruel and oppressive.

The Colonies were victorious in the war partly because---

16. Their army was larger.
17. They were fighting for liberty and home.
18. They received aid from France.

Match each item in column B with its appropriate item in column A:

A

B

- | | |
|--------------------------|--------------------------------------|
| 1. Philadelphia | a. Intolerable Acts |
| 2. Second Cont. Congress | b. Changed the colonies into states. |

A (continued)

3. Declaration of Indep.
4. Saratoga
5. Monroe Doctrine
6. Intolerable Acts
7. Writs of Assistance
8. Yorktown
9. First Cont. Congress
10. Boston
11. Boston "Tea Party"
12. Committee of Correspondence

B (continued)

- c. Spreading propaganda
- d. Declaration of Independence
- e. Indorsed Massachusetts' stand against England
- f. Decisive battle of the Revolution.
- g. The "Rebel" capital
- h. Final battle of Revolution.
- i. "Hot-bed of the Rebellion".
- j. To break up smuggling
- k. Led to the first Continental Congress
- l. To protect the Americans from the European nations

UNIT IV.-HOW OUR NATIONAL GOVERNMENT WAS ESTABLISHED.
(1783-1801)

Final Test

A. Mark each of the following TRUE or FALSE:

1. Slavery sentiment was declining in America in 1783.
2. There was much conflict between employers and employees in 1783.
3. Most of the people lived in towns and cities in 1783.
4. Transportation facilities were adequate in 1783.
5. Men and women had equal educational facilities in 1783.
6. Fifteen colleges had been established by 1783.
7. There were no scientifically trained doctors in America in 1783.
8. Freedom of the press was not permitted in 1785.
9. Many comforts and conveniences existed in 1783.
10. There were many wealthy men in America in 1783.
11. Strong party feelings existed in Washington's time.
12. Jay's treaty stopped the searching of American vessels by the British.

B. Match items in column B with appropriate items in column A:

- | A | B |
|---------------------------|--------------------------------------------------------|
| 1. Ky. and Va. Resolution | a. One who favored a strong national government. |
| 2. The Federalist | b. Estab. the government on a sound basis. |
| 3. A Federalist | c. To insure the peoples' freedom. |
| 4. First 10 Amendments. | d. Opposed to acceptance of the Constitution. |
| 5. Federalist Party | e. Favored little power in Nat. government. |
| 6. A Republican | f. Essays favoring adoption of the Constitution. |
| 7. French Revolution | g. Against criticising the Gov. |
| 8. Anti-Federalist Party | h. States to decide whether to obey a national law. |
| 9. Sedition Act | i. Created many foreign and domestic problems for U.S. |
| 10. The Alien Act | |

C. State five ways in which the Constitution was an improvement over the Articles of Confederation.

D. Give five examples to show that the Constitution had shown its adequacy by 1801.

E. State five of Hamilton's financial measures.

F. Give events of these dates:

- | | |
|---------|---------|
| 1. 1800 | 4. 1789 |
| 2. 1787 | 5. 1794 |
| 3. 1795 | 6. 1786 |

G. State an important contribution by each of the following:

1. John Adams

5. Benjamin Banneker

2. Hamilton

6. Washington

3. Madison

7. Jefferson

4. Jay

8. Eli Whitney

UNIT V.-HOW OUR NATION CONQUERED THE WILDERNESS (1801-1861)

Final Test

A. Mark each of the following TRUE or FALSE:

1. The Erie Canal lowered the price of farm machinery in the West.
2. The North wanted Texas annexed to the United States.
3. President Polk sought a war with Mexico.
4. Leaders in the Texas revolution were Mexicans.
5. Thomas Jefferson on every occasion interpreted the Constitution narrowly.
6. The East has always been more democratic than the West.

B. Complete the following:

7. Give five reasons for the westward movement.
8. Give five important results of the westward movement.
9. Name four important inventions during the period, 1840 to 1850, giving name of the inventor.
10. Name four improvements in transportation prior to the Civil War.
11. How did each of the following influence American History?

- a. McCormick Reaper
- b. Railroads
- c. Erie Canal
- d. Cotton gin.

12. Give events of these dates:

- a. 1844
- b. 1831
- c. 1830
- d. 1807
- e. 1850
- f. 1848
- g. 1825
- h. 1803

13. Name ten men of this unit, and mention an important contribution by each.

- a.
- b.
- c.
- d.
- e.
- f.
- g.
- h.
- i.
- j.

UNIT VI.-HOW OUR NATION BECAME DIVIDED AND WAS REUNITED
(1787-1877)

Test I

A. Mark each of the following TRUE or FALSE:

1. The sentiment for slavery was stronger in 1850 than in 1787.
2. According to the Missouri Compromise slavery could not exist north of 36 degrees and 30 minutes north latitude.
3. When the South seceded it had reason to fear that Lincoln would abolish slavery.
4. The Emancipation Proclamation freed the slaves and abolished slavery in the United States.
5. The Southern States were brought back into the Union by force.
6. The Republican party was originated to abolish slavery.
7. Lincoln had the right to free the slaves when he did.
8. Lincoln had the power to abolish slavery.
9. The "underground railroad" was one that ran under the ground.
10. The United States army had charge of elections during Reconstruction in the South.
11. The South was in control of the national government during the period before the Civil War.
12. Only a small proportion of Southerners owned slaves.
13. The New England States abolished slavery early.
14. Colored men had the right to vote in five states when the Union was formed.
15. Slavery was condemned by statesmen both North and South prior to 1820.
16. Garrison and other abolitionists blamed the Constitution for the existence of slavery.
17. The Compromise of 1850 abolished slavery in the District of Columbia.
18. The Civil War was brought on by Republican Congressmen who argued that slavery should be abolished.
19. President Lincoln should have freed the slaves as soon as the war began.
20. The South accepted the results of the Civil War willingly.
21. The man-power of the North was greater than that of the South in the Civil War.
22. The Blockade of Southern parts was one of the most effective blows at the South.
23. The Missouri Compromise was based on the principle that
 - a. Congress could regulate slavery in the territories.
 - b. The states could decide the question for themselves.
24. The chief desire of the abolitionists was
 - a. To stir up slave insurrections as to make slavery unprofitable.
 - b. To end all slavery throughout the United States.

25. The expansion of the United States influenced the slavery controversy because
- Most of the territory acquired between 1800 and 1850 was well suited for slavery.
 - Expansion became a struggle between the North and South for control of the western territories.
26. Reconstruction of the Southern States was effected by the President.

B. Match each item in column Y with its appropriate item in column X.

- | <u>X</u> | <u>Y</u> |
|--------------------------|---------------------------------------------------|
| 1. Kansas-Nebraska Act | a. Opposed extension of slavery |
| 2. Dred Scott Case | b. Gave the Negro the right to vote |
| 3. Fugitive Slave Law | c. Repealed the Missouri Compromise |
| 4. Under-ground railroad | d. Abolished slavery |
| 5. Uncle Tom's Cabin | e. Caused many Northerners to hate slavery. |
| 6. Republican Party | f. Helped slaves escape to free territory |
| 7. Freeport Doctrine | g. Made slavery national instead of sectional |
| 8. Thirteenth Amendment | h. Gave citizenship to the Negro |
| 9. Fourteenth Amendment | i. Helped make Lincoln President of United States |
| 10. Fifteenth Amendment | j. Gave a vivid picture of slavery |

C. Complete the following:

- The two fundamental factors which led to the division of our nation in 1860 were:
 -
 -
- The four objectives of the North in the Civil War were:
 -
 -
 -
 -
- State the importance of these battles:
 - Monitor and Merrimac
 - Antietam
 - Vicksburg
 - Gettysburg

UNIT VI.-HOW OUR NATION BECAME DIVIDED AND WAS REUNITED
(1781-1877)

Test II

A. Mark each of the following TRUE or FALSE:

1. There had been no tendency prior to 1860 for the States to deny the supremacy of the national government in any way.
2. The question of the right of a State to secede from the Union was settled by
 - a. An amendment to the Constitution.
 - b. A law passed by Congress
 - c. The Civil War.
 - d. A decision of the Supreme Court of the United States.
3. The principles advocated by the following men triumphed as a result of the Civil War:
 - a. Lincoln
 - b. Calhoun
 - c. Taney
 - d. Garrison

B. Complete the following:

4. The greatest curse of slavery was: .
5. Name three ways in which the Negro showed he was not satisfied with being a slave.
6. Slavery led to sectionalism; sectionalism led to _____, which led to _____.
7. Whittier wrote _____, which was a _____ of _____.
8. How did the following contribute to the overthrow of the Southern Confederacy?
 - a. Emancipation Proclamation
 - b. Opening of the Mississippi River
9. Name the three Civil War amendments, and state why each was necessary.
10. On what ground would you justify the Civil War?
11. The Negro has met the challenge of freedom by :

C. Identify each of the following: Clay, Webster, Calhoun, Sumner, Stowe, Douglass, Garrison, Tubman, Stevens, Grant.

D. Give events of these dates: 1831, 1852, 1857, 1858, 1860, 1865, 1868, 1870; January, 1863; July, 1863.

GENERAL INFORMATION CARD

Name _____

Group _____

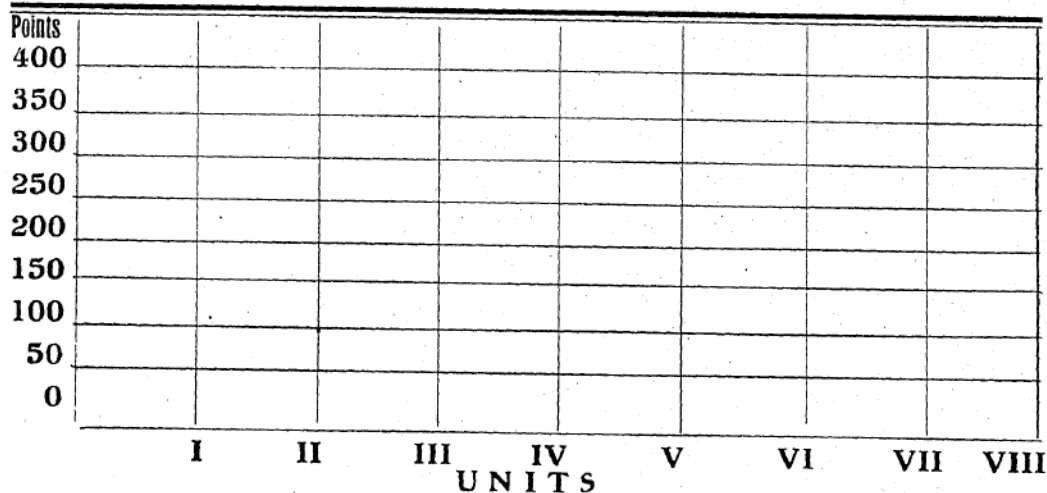
Chronological Age Months			
Mental Age Months			Father Living?
Intelligence Quotient			Mother Living?
Reading Score			Living with Parents?
Reading Age			Does Pupil Work?
Reading Quotient			How Many Hours a Day?
Initial History Score			Has Pupil Had Course in European Hist.?
Initial History Age			How Many Minutes Devoted to History Study Per Day?
Initial Accomp. Quotient			
Final History Score			
Final History Age			
Final Accomp. Quotient			

Result: Final A. Q. Minus Initial A. Q. Equals _____

Achievement and Progress Chart

Name _____

Group _____



1 Individual Achievement

2 Median Achievement

3 Achievement Quotient

REFERENCE READING REPORT

Name.....

Group.....

[illegible]

TOTAL PAGES

DAILY WORK REPORT

NAME.....

GROUP-----

DATE.....

Type of Activity	MON.	TUESDAY	WED.	THURS	FRI.
HOME WORK					
AT SCHOOL					
RECITATION					
CONFERENCE					
TEST					

MONITOR.....